

PERSONAL

A person is only a person when at play," wrote Schiller in one of his daffier moments. He cannot have been thinking of the teaching profession when he uttered that foolish pronouncement, through teachers making music, performing in plays, concerts, reviews or taking a leading part in clubs and societies are an absolute delight. Put the profession within a mile of a games field, however, and Mr Hyde will emerge.

There is one supremely memorable moment in the film *Kes* when that gifted actor Brian Glover, himself a former teacher, strides on to the football pitch to the gladiatorial strains of Saturday afternoon radio sports music, and becomes Bobby Charlton, the balding, middle-aged, supremely of an imaginary England side, which in reality consists of a few scruffy, reluctant, ill-dressed, uncoordinated adolescents. Forget all that romantic twaddle about leather striking gently against willow on a balmy summer afternoon. When teachers take to the games field to coach, referee or, worse, play games themselves, the Mafia return quietly to Sicily unable to face the competition.

Although there are countless brilliant games players who are teachers, one major problem is the sheer incompetence manifested by many teachers

when faced with competitive sports. No other profession presupposes that practitioners who may be sheer magic in their normal professional work will be nifty on the games field. Airline pilots are not expected to coach hockey, whatever else judges have to referee it is not usually football matches, and no-one compels doctors and nurses to turn out for the annual mixed rugby match against the patients.

A few weeks ago I went to a primary school where one of the best classroom teachers I know was supervising football during a games period. As bone thudded against bone and mayhem raged, she stood benignly on the touchline clutching her whistle for security like some childhood Gonk. Her role, she explained, was to blow the whistle to signal the start and finish of this mock battle, but only to intervene during it in cases of imminent death.

My mind went back to my own first ever games afternoon when, as a lifelong soccer player and fanatic, I found myself in charge of a rugby session, a sport about which I knew little other than the fact that when the ball went out a line-out took place and that the game had clearly been designed by and for inmates of Broadmoor.



Ted Wragg

I remember praying for the ball to go out of play so that I could manifest my one piece of expert knowledge, and giving several drop ball decisions, to the bewilderment of the players, when the inflated egg disappeared under a dozen heaving bodies which it frequently did. Even worse I made the mistake of asking about Rugby League, the taboo professional sport, in the staffroom afterwards, and received the kind of stony silence normally only accorded to contraceptive

salesmen in Mothercare.

If incompetence is one problem it pales into complete insignificance alongside another one, which is that teachers whose professional honesty and integrity is normally beyond any criticism, when asked to referee or umpire a match involving their own charge and some hapless opposing team, become, not to put too fine a point on it, utterly bent. The profession is notorious for the length and breadth of Britain for producing vastly in excess of its expected share of the nation's corrupt games arbiters.

There was one now retired teacher at a school in the Midlands whose bias as a cricket umpire was renowned throughout the region. Visiting players knew well that even if hit on the head while fielding on the square leg boundary they ran the risk of being given out lbw. He had his own version of the accuracy of the pavilion clock, which he always claimed was up to 10 minutes slow or fast depending on whether his team was winning or losing. When he died the infamous index finger of his right hand should be donated to the Black Museum of the Fraud Squad.

Even he was preferable to the foaming maniac who ran a colts rugby team at a school in the North of England and whose veins and sinews

threatened to explode as he ran on the touchline at myself as the referee, his own team, the opposition, and even a few harmless parent spectators. By this time I had learned most of the rules and felt confident enough to threaten to send him off for casting doubts on my sanity and parenting. Refereeing inter-school games is second in hazard only to playing in mixed hockey matches.

I could solve Burnham salary negotiations at a stroke. There is a far better solution to the deadlock than arbitration. The teachers' representatives should challenge the management side of the panel to what is sometimes mistakenly referred to as a friendly. The actual sport is irrelevant so long as someone remembers to book half a ward at the local intensive care unit.

Since the two DES representatives apparently have 15 votes at the meeting perhaps they might constitute one team. The employers could provide another side, and the teachers' representatives would be allowed to co-opt up to 15 of the profession's most notorious sporting psychopaths, as well as the country's most corrupt teacher referee. Expect a fluttering white flag and an agreement to a 50 per cent pay rise all round comfortably before half time.

DIARY

Why the accountants cannot cash in

To Number One, Vincent Square, a quiet backwater near Victoria Station, from which one can watch the young ladies and gentlemen of Westminster School at sport. I am on a sentimental visit to John Banham, Director of the Audit Commission, and an increasingly potent influence on local authority expenditure and resources for schools.

The journey is a sentimental one since, two years ago, I helped invent his quango by filibustering at length on the Standing Committee of the Local Government (Miscellaneous Provisions) Bill - one of an annual succession of Bills over the past five years which have been calculated (some-what unsuccessfully) to "deal with" local councils.

I predicted then that any money the Audit Commission saved would go to boost the consultancy income of the big private accountancy firms. I am pleased to discover that I may have been wrong. The Commission has incorporated all my suggestions in its Code of Practice, banning, in the face of quite intense pressure, these firms from being both consultants and auditors simultaneously. I put this down to Mr Banham, a highly successful management consultant from McKinsey's, having an Olympian attitude towards mere accountants' profits. He is setting them an example, having moved down from a six-figure salary making companies more efficient, to a mere pittance (£50,000 pa) for injecting efficiency into local government.

has been generously allowed to put off the evil day for another month yet. As far as education expenditure is concerned, the real culprit is Sir Keith Joseph himself. He has used his de-laying powers during the 1944 Act to block the city's plan for secondary reorganization. The Minister's final say in the 1944 Act over school closures was never intended to enable him to aid and abet financial chaos. Yet, by ensuring that Liverpool schools are left half-empty, this is exactly what Sir Keith is doing. Not very statesmanlike behaviour!

O levels live on

Still Sir Keith must be very happy with the Browne points for statesmanship he earned last week by approving, 15 years later, a common system of examinations at 16-plus. The change is not nearly as dramatic as some have made out. I have no doubt that for many years to come, grades A, B and C of GCSE will continue to be described as O level passes.



Overseas students at higher fees

Nor is there any guarantee that the actual O level exam will cease to exist. In the past, as well as serving domestic needs, it has been an important British invisible export - from the Cambridge and London boards - to the Anglophone world.

When I asked a DES spokesperson whether they would now start exporting GCSEs, he said: "Presumably they will go by their commercial judgement." So, if they do decide to keep O level for export only - this coveted exam - defended by the Institute of Directors as a bastion of the English education system - will only be available to Malaysians, Nigerians, Irish and other foreign folk. Then, there could be pressure from the posh English private sector to participate. Watch this space.

Marketable commodity

So should we regard our language and its attendant educational apparatus as a mere spinner in the wider world beyond? My DES spokesperson clearly thought this was government policy; and so it seems. The increase in overseas student fees in higher education and the recruitment of overseas students to private schools are both part of a package - exporting education to make up for the shortfall in exporting motor cars.

O levels are just another product to be sold in the market. Why not sell degrees too? If the CNAAC could create a sister quango, the CIAA (Council for International Academic Awards) there's little doubt that they too could earn a good deal of foreign exchange. But when the CIAA was set up, entrepreneurial enterprise in foreign parts was not seen as an appropriate function for English educational quangos. The Great and the Good would have objected.

Raison d'être

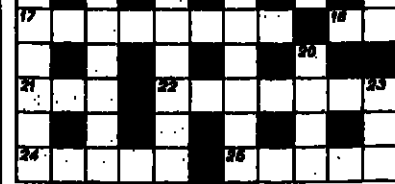
I am sure Mary Warnock would have been one of them. And I am happy to add the congratulations of a fellow TES columnist to the new Mistress of Gorton. Last week all the post pupers used the occasion of her translation from Oxford to Cambridge as a convenient excuse not only to write flattering profiles but also to list the vast spectrum of committees and commissions she has graced in her time.

The papers omitted to mention the chair of the National Advisory Board, a polytechnic post reserved for Oxford dons which she almost got before being blackballed by the local authorities for some unguarded, anti-I.E.A. remarks. So she escaped the polytechnics to land up at Cambridge.

She clearly ought to go in the *Guinness Book of Records* as Britain's most appointed person. I note with interest that the only committee she ever gave up ("fed up with the waste of time and money") was the UK National Commission for UNESCO.

I seem to have earned the dubious distinction of being - so far as I can see - the only notorious anti-Thatcherite to be reappointed to this body by Mr Raison, the "wet" Minister of Overseas Development. I suppose the idea is that I'm meant to help Sir Geoffrey Howe and Mr Raison stop Mr Thatcher aping President Reagan and pulling out of UNESCO.

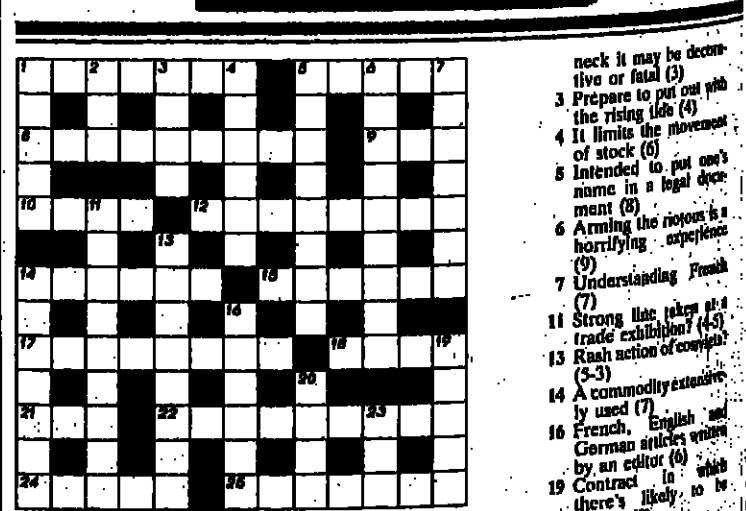
Mrs T is obsessed by UNESCO's attitude to the media; but she should realise, as self-appointed Minister for Science, that withdrawal would be disastrous for much international scientific research. So, though I share Mary's impatience with UNESCO and its UK National Commission, I shall not resign. I'll stay and wait till I'm kicked out.



Timothy Raison... stop Thatcher

Christopher Price

No 158 CROSSWORD by Rufus



Across

- Topic dependent on another (7)
- Poet is soundly swindled (5)
- Wastes time, a case for improvement (9)
- Heavily back the fishing line (3)
- Said goodbye, perhaps, but remaining (4)
- Increase the number in a layer (8)
- Slips in proofs of humanity? (6)
- Worker about to fight - watch out! (6)

Down

- It's splendid to expand, wrapped around the neck it may be decorative or fatal (3)
- Prepare to put out into the rising tide (4)
- It limits the movement of stock (6)
- Intended to put one's name in a legal document (9)
- Arming the riotous is a horrifying experience (7)
- Understanding French (7)
- Strong line taken in a trade exhibition (4,5)
- Rash action of contempt (5,5)
- A commodity extensively used (7)
- French, German articles written by an editor (6)
- Contract in which there's likely to be a drop (4)
- Seasonal drop (4)
- A link - will one be at school? (3)

Solution to puzzle No 157

1 Across: 1. Topic dependent on another (7) 2. Poet is soundly swindled (5) 3. Wastes time, a case for improvement (9) 4. Heavily back the fishing line (3) 5. Said goodbye, perhaps, but remaining (4) 6. Increase the number in a layer (8) 7. Slips in proofs of humanity? (6) 8. Worker about to fight - watch out! (6)

9 Down: 1. It's splendid to expand, wrapped around the neck it may be decorative or fatal (3) 2. Prepare to put out into the rising tide (4) 3. It limits the movement of stock (6) 4. Intended to put one's name in a legal document (9) 5. Arming the riotous is a horrifying experience (7) 6. Understanding French (7) 7. Strong line taken in a trade exhibition (4,5) 8. Rash action of contempt (5,5) 9. A commodity extensively used (7) 10. French, German articles written by an editor (6) 11. Contract in which there's likely to be a drop (4) 12. Seasonal drop (4) 13. A link - will one be at school? (3)

THE TIMES Educational Supplement

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20 Brent staff suspended after protest over compulsory redeployment

Teacher union disowns sit-in rebels

by Hilary Wilce

Twenty teachers from an outer London school, including eight departmental heads, have been suspended without pay following protest action over compulsory redeployment. The teachers have also been suspended from their union, the National Union of Teachers.

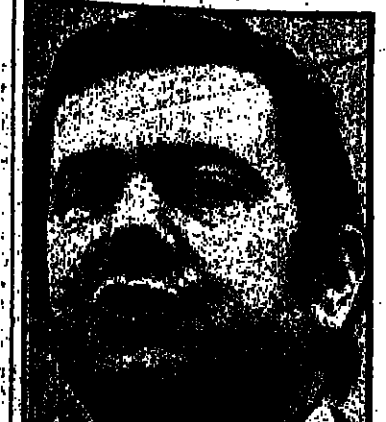
The teachers, almost half the 56 staff of Sladebrook High School, in Brent, spent a day occupying their head's office after learning that six staff were to be compulsorily redeployed. They were subsequently suspended by both their employers and their union for disobeying instructions to return to the classroom.

The protest followed a meeting of the urgency sub-committee of the Tory-controlled education committee, at which it was decided to introduce compulsory redeployment where voluntary redeployment had failed.

Sladebrook was judged overstaffed by eight, and surplus teachers were identified in physical education, geography and economics. Staff in these areas were told that compulsory redeployment would be introduced today if no volunteers had come forward.

Mr Lesley Thompson, speaking for the suspended staff, said the move had broken an agreement between teachers and the authority that there would be no compulsory redeployment. This was later denied by Mr John Poole, president of the local branch of the NUT, who said no such agreement existed.

Staff had sat-in after the head refused to arrange a meeting with the director of education, Mrs Thompson said.



Ron Anderson

Sladebrook had a political history. In April this year the school's governors went on record as deploring remarks alleged to have been made by Mr Arthur Steel, chairman of education, to Mr Sean Rafferty, a school governor, that he planned to "burn out 10 teachers at the school", two of whom were "political animals".

Pupils at Sladebrook were this week being taught on a shift basis, with first and second years, and third and fourth years, coming to school on alternate days. Seven supply teachers had been drafted in, and exams were said by the authority to be proceeding normally.

A governors' meeting next Monday will discuss the position of the suspended teachers, and an NUT disciplinary hearing is to be held before July 23.

However, this week both the National Association of Schoolmasters/Union of Women Teachers and the National Union of Teachers went into official dispute with the authority over the move towards compulsory redeployment.

Mr Ron Anderson, Labour spokesman on education, said it was "lunatic to risk industrial relations in Brent by introducing compulsory redeployment when there were only nine teachers left to be deployed".

Virtually all local authorities reserve the right to compulsorily redeploy teachers, should voluntary arrangements break down. A spokesman for the National Union of Teachers said that the union's model code on redeployment made it clear that it was considered undesirable, but accepted it might be necessary.

A meeting of the Brent education committee was due to discuss school closures last night. The long-running attempt to rationalize schools in the borough has split members and leaders of the local NUT association.

Leaders of the association had been willing to cooperate over the authority's plans to merge eight secondary schools in the south of the borough into three new schools, but at a meeting on June 5, members reaffirmed their total opposition to closure plans.

At a meeting this Tuesday members called on Mr Poole, the president, to resign. But Mr Poole said later he had no intention of doing so. There were under 200 people at the meeting, he estimated. "I was elected by more than 700 members in a democratic ballot. I shall most certainly carry on the job I was elected to do."

THIS WEEK

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CLEA split

Bad blood between the local authorities is threatening this month's CLEA conference.

Financial return

Biddy Pashmore on a new study of education spending and performance.

Equality exercise

Hilary Wilce on the report of the Girls into Science and Technology Project.

Platform

A system similar to the 16-plus is to start in Scotland next month. Willis Pickard outlines the lessons for England and Wales.

Living fossil

Traditional A levels face extinction at the hands of the MSC - and not before time, argues Tony Robinson.

Arts/Books

Phillipa Davidson previews the National Festival of Music for Youth; Patricia Rowan on



Militant trends in the Labour Party; W.T. McLeod on the recent history of Cyprus (pictured); John Hope Mason on Romantic creation myths; Sheila MacLeod on LSD culture. Development and business studies textbooks 23-28

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information retrieval system for schools; Michael Thorne on Micro-PROLOG; Colin Wells on a program for music education; Joan Freeman on two series on the mind and body; Andrew Rothery on "Maths with a Story" 29-34

Extra

Music: Jazz, classical and creative; in society, in classroom, universities and playgrounds. At the keyboard and the organ, at the publishers and at the weekend 37-52



Seven-year-old Ben Llewellyn from Norwich in action at the "Short Tennis" tournament.

'Short Tennis' scores at school

If Britain is to produce a McEnroe or Navratilova in years to come, he or she is likely to have started the sport by playing a form of tennis this week's Wimbledon stars have never encountered.

"Short Tennis", a game played by five to 10 year olds with plastic bats and foam balls, with a smaller court and net and simplified scoring system, is taking the country's schools by storm.

Since its introduction to this country three years ago it has been a phenomenal success story. More than 100,000 children in 2,500 primary and middle schools have taken it up.

Throughout Wimbledon fortnight a

marquee a few yards from the Centre Court staged non-stop demonstrations of the game, attracting thousands of spectators.

Short Tennis, which now receives sponsorship from the Flora project for heart disease prevention, has the advantage for schools that it can be played indoors as well as out and needs little specialist equipment. Brian Blincoe, director of national development for the Lawn Tennis Association and a passionate supporter of short tennis, says it is particularly popular with young children from non tennis playing families who are often put off by large tennis courts and rackets. The

transition at 10 from "short" to normal tennis is also proving easy.

But a massive change of attitude in Britain's schools is still needed if we are to start producing more players capable of competing at the very top.

The country's top coaches are still dismayed to find that many head-teachers think of tennis as a "cissy" game and most PE teachers do not really know how to teach it.

Despite the popularity of Wimbledon and its personality, it is estimated that only about 3 per cent of British girls play tennis at school and 10 per cent of boys.

David Lister

Critics force Swann to rewrite draft report

by Diane Spencer

Lord Swann, chairman of the committee investigating the education of ethnic minority children, is re-writing part of the draft report following strong criticism from his committee.

He altered a chapter, as reported in the TES last week, without the members' consent, to place the blame for West Indian under-achievement mainly on home background and life-style. The original version claimed that their performance was largely affected by racism and teacher attitudes.

Faced with fierce opposition at last week's meeting called to discuss the draft report, Lord Swann agreed to alter the chapter yet again. It will be considered at the committee's September meeting.

This week Lord Swann's interpretation of factors causing West Indian underachievement was vigorously attacked by a leading educational researcher.

Professor Barbara Tizard of the Thomas Coram Research Unit, Lon-

don University, says that research she is currently engaged in offers no support for the theory that the prevalence of one-parent West Indian families causes low achievement.

Her research team is following the progress of children who started school in 33 inner London Education Authority infant schools in September 1982. West Indian descent and white children are the two main ethnic groups: 106 black, 171 white.

The children were assessed for language, early reading, mathematical and writing skills before school entry. Scores on 11 tests showed no significant differences between those of black and white children except for two on maths for which whites got slightly higher marks.

Forty-three per cent of black children, but only 13 per cent of whites were living in single-parent families. However, children from these families did not score lower than other chil-

Classes bored, says Sir Keith

Half of Britain's children are "bored silly" at school, according to Sir Keith Joseph, the Education Secretary.

He told education attachés (foreign diplomats with educational responsibilities) in London this week that the grammar schools' curriculum lived on. "That is why so many children in comprehensive are bored. They are taught and examined on a curriculum designed for only 20 per cent of them."

On the 16-plus exams, Sir Keith said he envisaged subjects such as physics, English, maths and foreign languages having a choice of paper, others like art and craft having only one, and subjects such as history having one paper but with stepped questions.

Later Mr Don Ramesden, secretary of the East Midlands CSE board and joint secretary to the joint council of exam boards, said there was likely to be resistance to the idea of separate papers in English for teachers and examiners.

Differentiation might be necessary to test comprehension in the traditional way, but otherwise it was understood that the differentiation would be introduced in the marking.

Divided they fall

It is beginning to look as if this year's meeting of the Council of Local Education Authorities could turn out to be one of the most stormy of its short history. CLEA came to birth after the reorganization of local government, in the ambiguous circumstances which attended the demise of the Association of Education Committees, as the place where the educational interests of the Conservative-controlled Association of County Councils and the Labour-controlled Association of Metropolitan Authorities could make common cause. From the beginning its power to speak with authority for education in local government was strictly limited, but there was always the hope (however much appearances seemed to deny it) that in the course of time it would gather momentum and its influence would grow.

The dispute between the local authorities and the Government arising from the decision to hand over the funding of large sections of non-advanced further education to the Manpower Services Commission now threatens to shatter even the minimum facade of unity which CLEA needs to function at all. The *Training for Jobs* White Paper came like a sudden blow in the face to the local authorities, county and metropolitan alike. It announced a major change in the distribution of power between the centre and the periphery as a *fait accompli*. In so doing, it set aside the custom of decades and the normal processes of consultation and negotiation which local authorities had come to expect in their many dealings with central government. The authorities were offended by the style of the thing no less than the substance and, much to the surprise of the sometimes strangely innocent architects of policy at the MSC, decided

that the departure from accepted practice was so gross that they would have no truck with it. They fended off MSC attempts to set up a joint steering group and simply refused to conduct any diplomatic relations with the Commission on the terms set out in the White Paper.

Inside the DES and the MSC, this has caused some consternation, tempered by world-weary assurances that, in the end, money will talk and when the 1985-86 Rate Support Grant reflects the transfer of funds, the authorities will have to swallow their pride and go cap in hand to the MSC.

The other view - the one which the authorities have taken till now - holds that the MSC (and the government) need the i.e.s. as much as the i.e.s. need central funding, and that, given all the other quarrels going on between the government and local authorities on everything from rate-capping to Education Support Grants, the right posture for them to adopt is to stand firm in refusing to discuss the matter and maintain a solid front against the MSC.

Last week a crack appeared where all along it seemed most likely that it would. The Conservative leaders of the ACC had (it is said) been taken back by the strength of local authority feeling against *Training for Jobs*. Their loyalty to their political friends in the Government made them willing to forgive the affront and look for compromise, even if this means breaking with the AMA and going alone to talk to the MSC. They believe they can put forward alternative proposals which, while accepting the transfer from the RSG to the MSC, would preserve the rights and prerogatives of the i.e.s. They think that this could be done by giving the

Commission a share in the planning of non-advanced further education without creating "unnecessarily expensive bureaucratic systems".

Both the ACC and the AMA are still, in the words of Mr Philip Merridale, chairman of the ACC education committee, "fundamentally opposed to the government's proposals as they stand", but the ACC split on straightforward political lines when the new approach to the MSC was put forward last week. The AMA remain adamantly opposed. The two local authority associations have now lost the cohesiveness which is needed if their opposition is to be effective. The danger must be that amid a great deal of bitterness, Mr David Young will drive forward regardless, knowing that the ACC has no stomach for a fight and exploiting the political hostility which divides it from the AMA. With unity gone it will not prove difficult to slide a wedge in between the two associations and play one off against the other. The MSC acknowledges that the ACC proposals run counter to the White Paper, but they do accept MSC funding and evidently sell enough of the past to persuade Mr Young that they give him an opening he can exploit.

The larger question now must be: what will this do for CLEA? An anemic body like CLEA cannot stand the blood-letting which is now threatened. It should, at least, make for an entertaining conference in Newcastle upon Tyne in two weeks time. The AMA sided with the teachers in Burnham and watched them win arbitration by concentrating their direct action on Conservative-controlled members of the ACC. With relations between the two groupings at a low ebb, education in local government can only suffer.

COMMENT

Old attitudes die hard

The results of the GIST project (page 7) will undoubtedly disappoint those who think some positive intervention is all that is needed to put girls on course for a fair deal out of the education system; if, that is, they equate fairness with equal access to important areas of study.

The four-year action research project failed to make any significant impact on the number of girls choosing to take up either physics or technical craft as an optional subject.

But that is not to brand the project a failure. When it started in 1979 the question of why girls did so poorly in these areas was of little more than passing interest. Today, the entire educational world, from Sir Keith Joseph downwards, pays at least lip service to the problem.

At least some of this is thanks to the GIST researchers, who were among the first to make detailed observations of how boys tend to get more than their share of teachers' time and scarce practical equipment; how curriculum materials seem almost perversely designed to put girls off; and how the attitudes of boys and girls towards science diverge sharply as they make their way through adolescence.

In trying to influence what goes on in schools, the project team chose to work mainly with teachers rather than pupils, reasoning that this was the only way to make any permanent impact. Not surprisingly, their success varied. Overall, most teachers said they approved of the project's aims but few were willing or able to pinpoint changes in their own attitudes.

The team argues that there were changes both in attitudes and in classroom practices and that the reluctance to admit to them was partly a defensive reaction. It was also, in part, a result of the changing climate of the times - as general attitudes changed, so the teachers came to believe they had always thought and acted that



way. But perhaps one of the most important lessons of the project is that work of this kind comes - quite literally - uncomfortably close to home. Trying to change the status quo between the sexes means confronting all kinds of deep-seated blocks and prejudices. Things like that take far more than four years to change.

Noble art or GBH?

The decision this week by the British Medical Association to campaign for the abolition of both amateur and professional boxing will give added impetus to a campaign against the sport that has been waged for some years now by schools by large sections of the PE profession. Teachers have simply refused to include boxing in the syllabus or even stock the minimal equipment. It has been a regular complaint of Schools Amateur Boxing Association coaches that they cannot get into schools or colleges to promote what they still believe is a noble art. Yet educationists have for the most part made their stance upon a ground different from the risk of serious injury

which now concerns the doctors. Long before the medical evidence was conclusive, many teachers based their objection on the moral questionability of encouraging a sport where the object was to inflict damage on your opponent, ultimately rendering him senseless. It did not convince everybody, but as abhorrence of institutionalized violence grows the declining number of surviving enthusiasts must be finding it harder to retain boxing in the gym as it is being banished from school. But very little evil is unmitigated. Apart from the acknowledged benefits of physical activity, there are the still attractive arguments about character. By observing the strict conventions of matching only opponents of comparable size and weight, and of stopping the bout whenever a boxer appeared to be taking undue punishment, a concept of "the fair fight" was bred. This has all but disappeared from the school playgrounds of this country, if those who patrol them most are to be believed.

Defend the OU's freedom

If the Permanent Secretary at the DES had written to the University of Oxford, criticizing an economics course, the response would have been brief. He would have been told - politely - to mind his own business. Why? Because it would be better to tolerate defects in an academic course than interference in the academic affairs of a chartered university by a bureaucrat on behalf of his political chief.

What is different about the Open University (page 5) except that it gets its money from the DES without the buffer of the UGC? Why should the OU be fair game for meddling politicians while other universities are immune? There are two reasons, both of which are in the public interest. The first is that the OU is a unique institution, a

able because it is, by definition, open to outsiders. This makes it more, not less, in need of protection from political pressure. The second reason is a bit more persuasive. The technology of OU course production yields a more coherent product than most university courses. The teaching objectives are more clearly analysed; course materials, TV programmes, publications are more carefully calculated to achieve those objectives. And in the case of an economics course these must be taken to include an overview of political economy which may or may not offend Sir Keith and his friends.

Sir Keith apparently thinks the OU should insist on BBC "balance" while lecturers at other universities can give students the benefit of their partisan views on the assumption - probably false - that students will put everything in perspective by their own wide reading.

The OU acknowledges the need to monitor the soundness of its academic judgments and subunits courses to various forms of internal and external scrutiny. What certainly could not be right would be for courses to be subject to the official scrutiny of Mr David Hancock.

What standing in the matter has he got? Why should he act as an intermediary between the professional economists whose objections he quotes and the OU? The proper course of action would be for them to come out into the open and, if they wish, take the matter up with the OU, not allow themselves to be used to justify political intervention by Sir Keith.

...no comment

Lord Leatherland: My Lords, may I ask the Minister whether the government, in their propaganda on this subject, might not merely take the negative attitude of saying, "Don't sniff glue", but might take the positive attitude of saying, "If you want to sniff something, sniff sniff, which is less harmful?"

House of Lords, Hansard, June 18

LETTERS

Cash or compassion

Sir - In your "Comment" column (June 22) you were kind enough to examine the latest Report of our 16-19 Working Party *Earn or Learn - A Case of Unwilling Deprivation by the State*.

You were right to question whether the grant we envisage would be available to those who now return to full-time education "against the odds". Of course it would and should be, but this does not mean that there would be any "new" money involved for those who at the moment leave solely because they feel they must contribute to the family income through the greater financial "rewards" offered by YTS or supplementary benefit.

It is of interest to note that it would cost no more than £20m a full year for all those receiving child benefit and an EMA to have their average last weekly assistance increased from about £12 to £25.

Similarly we recognize that drawing a line at any arbitrary level will inevitably leave those at the margin feeling aggrieved. But you have to start (or stop) somewhere.

We now turn to the argument that extra resources would be needed in schools to cater for the increased number of returners. The numbers are fairly small and they could readily be accommodated in existing curriculum provision in most schools because they would probably be following basically academic courses. There would perhaps be a marginal increase in capital provision.

However, we must also remember that £25 per week is not the whole cost in YTS.

So we argue that those who need help most should receive it. This help can be provided at no extra cost simply by moving cash from one department to another. Any "new" money needed to remove a basic injustice would be both insignificant and well spent.

What we most need now is a shift of emphasis to make it possible for "every child, regardless of background, the chance to progress as far as his or her abilities allow", the proud and laudable boast of the present government's 1979 manifesto.

J O HAMMOND
Deputy General Secretary
National Confederation of Parent-Teacher Associations
Gravesend
Kent

Fresh look

Sir - There was much interest in Stuart MacLure's report about the Pittsburgh in-service training programme (723, June 8). I would, however, like to add a few more morsels to his concluding foods for thought.

It is highly significant that teachers on the PRISM course are being trained by fellow teachers, who obviously practice what they preach and do so for all to see. Notwithstanding some excellent in-service courses in this country, there are also many whose content and form reveal the lack of recent teaching practice on the part of the course presenters. (If a comparable mastery of the training of surgeons, the consequences would be chillingly obvious!) This leads to much unfortunate but understandable scepticism among school staff.

The PRISM idea of "clinical visits" to classroom practitioners and teacher trainers, must surely be worthy of trial in Britain, since it would give greater credence to in-service training and place the responsibility with the professional standards itself. Teachers might then be more willing to expose their work to criticism, knowing that their critics are themselves recently experienced children, educating children.

I feel that an additional "spin-off" from the teacher-cum-lecturer concept would be a much closer correspondence between educational theory and practice than prevails today, where it seems that one group of people theorizes about learning and another actually manages the process.

CS BURKE
Head of Maths
Matthew Moss School
Rochdale

More letters - Page 17 and 48

NEWS

CLEA split by training White Paper row

by Mike Durham

A furious row over the response to the Government's White Paper, *Training for Jobs*, is threatening to split this month's Council for Local Education Authorities conference, when it meets in Newcastle-upon-Tyne on July 18.

The CLEA conference's calm has been endangered this year by the decision of Conservative members of the Association of County Councils to open talks with the Manpower Services Commission on the document.

But Labour authorities on the ACC education committee and both Labour and Conservative members of the sister body, the Association of Metropolitan Authorities, are expected to maintain their opposition to any dialogue with the Government.

There are fears that the dispute could weaken CLEA's role - or even kill it off completely.

The row began after the ACC's education committee voted last month to open talks with the MSC on its own response to the White Paper. Labour and Independent committee members voted against the plan.

An initial meeting between Mr Philip Merridale, ACC education committee chairman, and Mr David Young, MSC chairman, took place last week.

But now Labour-controlled Wakefield i.e.s. has tabled a motion for debate at the CLEA conference expressing alarm at the ACC action and concern that the move would weaken the partnership between the two bodies.

The motion called on the AMA and "those members of the ACC who feel so inclined" to undertake their own joint review of work-related non-advanced FE.

Mr Merridale claimed the ACC was still opposed to the White Paper and had not broken ranks with the AMA. He said the ACC's initiative was sensible and constructive.

But Mr John Pearson, Wakefield's education chairman, who is also Labour deputy chairman of the Association of Education Committees, said the ACC's move had been tactically inept with grave implications for the whole of local authority education.

Labour members of the ACC education committee have also reiterated

their opposition to the White Paper. Shadow chairman Mrs Josie Farrington said: "We are opposed to any sliding back. But I don't think the MSC and the Government will accept the olive branch the Conservative counties are holding out."

This year's chairman of the CLEA, Mrs Nicole Harrison, who is chairman of the AMA education committee, said the Wakefield motion would be discussed at the annual meeting next week. "I can't believe the AMA won't support it - and I mean the whole AMA education committee, not just the Labour members," she said.

Mr Brian Sams, Conservative leader on the AMA education committee, said Conservatives would be reviewing their position at a group meeting on July 12.



Nicole Harrison

Sir Keith's constituency in survey NUT finds many outside classes

by David Lister

There are many oversized classes in Sir Keith Joseph's own constituency of Leeds North East, according to a National Union of Teachers survey of primary schools in the city.

The survey, which was undertaken by the Leeds Association of the NUT, says that the official pupil/teacher ratio for Leeds bears no relation to actual class sizes. The union has consistently emphasized the greater relevance of class sizes even though the Government has claimed credit for better pupil/teacher ratios.

The pupil/teacher ratio of 22:1 in Leeds is less important, says the NUT, than the fact more than one primary class in three is over 30. Of the 137 primary schools which took part in the survey, 81 (59 per cent) reported classes of more than 30 children. Thirty-four per cent of all classes were over 30 while 4 per cent were in excess of 35.

In the Education Secretary's constituency, the survey revealed at least 25

primary classes over 30 and four with more than 35 children.

One aspect of the survey has significance for all schools. This shows that pupil numbers are actually increasing again after a period in decline: 59 schools reported rising pupil rolls, with 36 reception classes having more than 30 children.

Mr Fred Jarvis, NUT general secretary, commented: "A survey of this nature helps to expose the Government's attempts to hide the facts about class sizes."

Parents have every right to expect their children to be given individual attention in school, but now can teachers do this in large classes?

Average pupil/teacher ratios arrived at simply by dividing an authority's number of teachers by the number of pupils. This method takes no account of heads and deputy heads who may do little classroom teaching, nor of wide disparities of class size within an authority.



Bright sparks: Lyndsey Pearce demonstrates the style that won her first prize in the under eight years category of the Understanding Electricity 1983 children's picture competition.

Lyndsey, from Morton Lane, Bridlington, North Humberside, was just two years old when she painted the winning picture at her playgroup. Michael Bond, author of the Paddington Bear books, presented prizes to Lyndsey and 14 other winners at the Electricity Council headquarters in London on Wednesday.

Security in capital's colleges to be tightened

College principals have given a qualified welcome to the Inner London Education Authority's plans to tighten up security in the capital's schools.

Mr Bernard Smith, principal of Vauxhall College in south London, and general secretary of the Association of ILEA Principals and Vice-principals, said he was pleased the authority had taken the problem seriously.

During the past two years, staff in several colleges have been attacked by intruders, property has been stolen and students have been robbed and threatened with violence.

A review group chaired by Mr Charlie Rossi, agreed to:
□ mandatory reporting of all incidents;
□ training sessions on security for staff;
□ guidance notes on personal safety for staff.

□ possible reduction in the number of entrances to buildings;
□ a central stock of anti-intruder alarms to be issued when and where necessary;
□ using powers of prosecution under the Local Government (Miscellaneous Provisions) Act 1982.

Mr Rossi said: "While we would not want to turn schools and colleges into Fort Knoxes, we think that sensible measures, undertaken both by the authority and individual institutions, will greatly reduce the danger of disruption by intruders."

But Mr Smith added that principals feel these measures are only tackling the symptoms of the problem, not the cause. Very little is known about why young people trespass and cause trouble.

A second report on security of buildings and equipment, with costings will appear in early autumn.

Dons try to arrest decline of history

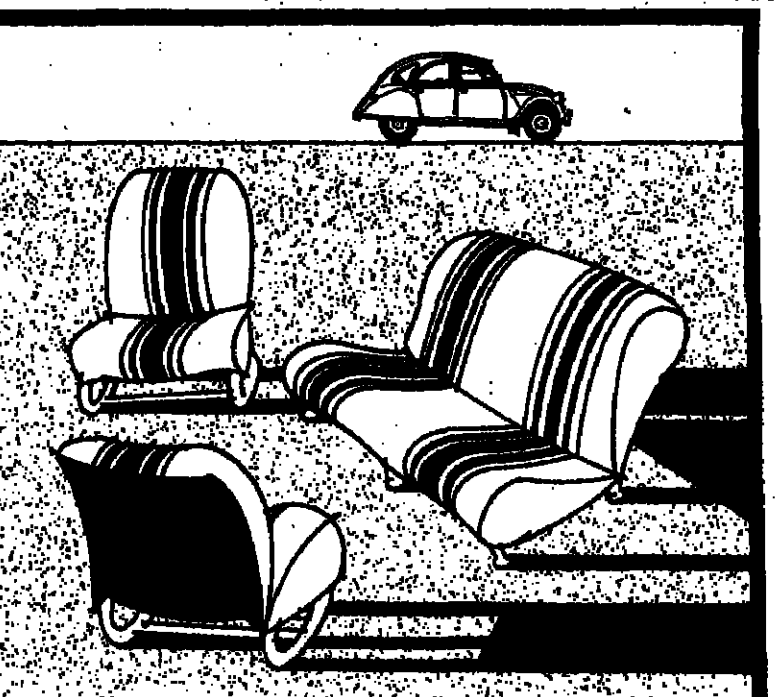
History dons are seeking to strengthen their links with schools in view of the growing concern about the decline in the number of pupils taking the subject beyond the age of 14.

The History at the Universities Development Group, set up to defend the discipline after the 1981 government cuts, feels it should establish a clear working relationship with schools where the subject is being "crowded out" by more scientific and vocational subjects.

The history group has decided it must try and reach pupils before they give up history at the age of 14, and must try to emphasize the special skills taught by the subject, such as teaching about values and comparisons over time and between cultures and societies.

The group has organized a series of regional conferences in Birmingham, Manchester, Glasgow, Newcastle, and Oxford, to allow history dons to air their views.

The editorial in the latest edition of the *Historical Association Journal*, "Teaching History", says: "Ten years ago, nearly 1,000 students were being trained as specialist single subject history teachers on postgraduate courses. Today, that figure has dropped to just over 300. However, the demand for new teachers in the secondary sector will double between 1989 and 1994."



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Although few educational commentators south of Berwick appear to be aware of it, Scottish schools are several years ahead of the rest of the country in the creation of a new "16-plus". Willis Pickard (left) outlines the often fraught preparations for the new exam system and explains why England and Wales can learn from the Scots' experience.

Scotland sets the Standard

At the initial publicity surrounding Sir Keith Joseph's announcement of a single exam for 16-year-olds - a question-and-answer session in the Commons, front-page lead stories in the quality national papers - had a common characteristic: it totally ignored the fact that a similar system has been prepared in Scotland and will be launched next month.

The Standard grades in Scotland have almost exactly the aims which Sir Keith laid down in his parliamentary statement. There will be a single certificate awarded at different levels. The exams will be assessed according to grade-related criteria. They will be based on curricular principles common to the whole country.

In Scotland, however, the Government gave the go-ahead for the development work on the new courses and exams soon after it took office five years ago. The final shape of the certificate was decided by Mr George Younger, Secretary of State for Scotland, in 1983. The first subjects will be examined at Standard grade in 1986 (English, mathematics, general science and social and vocational skills) and the two-year courses leading to them therefore start with the new school session next month.

There are other important differences. Sir Keith insists that the new certificate will reflect national criteria on the curriculum. In Scotland there is a more precise framework, namely the report of the Munn Committee in 1977. The famous duo of reports - Munn on the curriculum and Dunning on assessment - sprang from closely dovetailed deliberations since better exams and a better curriculum are inter-dependent.

So the Standard grades are intended to assess courses based on the seven modes of study identified by the Munn Committee. Without the idea of a national curriculum the exam reforms would be only half-baked. Even although Sir Keith's proposals have been long heralded, they arrive without the intellectual framework which attends the new Scottish Standard grades.

Of course, it would be foolish to pretend that education basks in a new Age of Enlightenment north of the border. About the Munn and Dunning reports and their subsequent treatment by the Government there is much debate and some accusation of self-out. The Munn Report was criticized for coupling its seven modes to existing school subjects, and indeed the number of multi-disciplinary courses at Standard grade is to be few. Worse, most of them will be aimed at the Foundation and General level pupils, whereas the higher-fliers - those aiming at Credit level - will follow discrete, traditionally-named disciplines. Foundation and General pupils will do "science". Credit pupils will do physics, chemistry, biology.

The Government undermined the argument of the Munn Report when it decided that the compulsory element in the curriculum, far from reflecting modes of study, should be restricted to English, mathematics and science. Nonetheless, most schools have themselves accepted the Munn philosophy and adopted a third and fourth-year curriculum closely reflecting Munn's "core plus options".

The Dunning report on assessment has also taken a battering at the hands of ministerial doubting Thomases. At all levels, the Dunning Committee wanted a major element of internal assessment. The Standard grades which have resulted will include an internal element at only Foundation level because successive Ministers for Scottish Education - Mr Alex Fletcher and Mr Allan Stewart - have worried lest diminution of the external component would undermine public confidence in the new exams. The complex mechanics of grade-related criteria also reflects concern that assessing what pupils know has to be contained within a framework which bands them according to level of achievement.

With the first subjects due to be examined at Standard grade in 1986 and with all others being introduced by 1988, teachers have had to tackle their own course preparation. They have

been guided by joint working parties for each subject, comprising representatives of the Scottish Examination Board and the Consultative Committee on the Curriculum, (the Government's standing advisory body on courses). Reports on individual subjects have only recently begun to be published, but each had to confront the practical problems of using grade-related criteria. Many teachers have pointed out that grade-related criteria have never been properly tested in this country and that the idea of linking grasp of enumerated concepts to seven levels of achievement may not work in practice. Certainly each of the working parties has produced a cumbersome guide.

Broadly, Credit pupils will get bands one or two, General pupils bands three to five, and Foundation pupils bands six and seven. Since for most subjects all pupils will study courses devised for all ability levels, with the able merely progressing farther, faster or with greater assurance than the less able, the examiners have had to devise terms differentiating level of achievement. So, for example, in writing English, a grade one candidate will "communicate meaning fluently at first reading. Sentence structure will be accurate and formal errors will not be significant." Grade seven writing "will be difficult to understand, even after re-reading."



George Younger decided the final shape of the new certificate.



Scots teachers believe the Government is getting reform on the cheap.

because of formal errors and/or structural weaknesses and/or poor handwriting.

Such enlightening guidance is linked to long and detailed lists of concepts to be grasped by pupils at differing levels. Teachers are becoming increasingly alarmed at the prospect of preparing pupils in accordance with this combination of the over-vague and over-elaborate.

Perhaps the Government has asked too much. Perhaps, even for the experts in examination technique, of which the Scottish Examination Board has its fair share, it is an impossible task to marry the educationally desirable and the politically necessary. Perhaps a single exam cannot give employers an indication of what a pupil knows (by referring to certain criteria) and at the same time suggest to him how he should go about it. If that is so, we know on which side the emphasis will eventually fall. Certificates given to pupils will merely show the level of certificate achieved, not what it constitutes in terms of pupils' potential for using skills learned or for increasing them.

Scotland, it is true, has traditionally been obsessed with ranking pupils and students in order of merit, but the device by which the obsession may be maintained under the guise of educational progress is about to be copied - in apparently exact detail - by the boards which will operate Sir Keith's new exams.

With Scottish teachers so much nearer the brink of change than their English and Welsh counterparts, what is their attitude? Snowed under by papers on course development - their own and other people's - most would like the Standard grades magically to vanish. They certainly deplored first of all the long delay between the Munn and Dunning reports in 1977 and the Government's go-ahead; and, paradoxically but understandably, they have also deplored the rush to device courses for the guinea-pig years of 1986-1988 (during which existing O grades will continue for subjects not

yet introduced at Standard grade). Teachers remain convinced that the Government is getting reform on the cheap. Staffing levels in secondary schools have been permitted to rise by 5-6 per cent during the development period, but since most regions have staffed their schools above the Government's levels anyway, teachers have barely noticed the difference. Frustration at the workload imposed on them, especially in writing the new courses, has fuelled anger at recent pay settlements and made secondary teachers determined that 1985 will be the year in which the Government is forced to concede large rises.

Yet few would now want to dispense with the opportunity for reform. There is a chilling statistic which governs discussion of the Munn and Dunning reforms. It is that about half of the pupils leave school in Scotland without an external certificate testifying to their 11 years' education.

It is Sir Keith's intention to marry O levels and CSE exams. In Scotland, with the exception of a few regions which have borrowed CSE courses and exams from Newcastle, there has been no provision at all for the less academic pupils. So they feel let down and their teachers feel guilty. O grades were devised for the top 30-40 per cent of the ability range. Failing anything else, they are taken by about 60 per cent, many of whom achieve only D or E bands (in fact, "failures"). So the urgency of reform in Scotland is paramount.

Looking south they would not be surprised at the chorus of approval which has greeted Sir Keith's initiative. But conscious as they now are of snags, they would be happy for English and Welsh teachers to learn from the Scottish experience. With England's traditional reputation for ignoring anything beyond its boundaries, there is no confidence, however, that the lessons to be learned from Scotland will be taken on board.

Willis Pickard is Editor of The Times Educational Supplement Scotland.

NEWS

Lords come down hard on cuts

by Maggie Richards

The urgent need for more resources in adult education and the crisis produced by recent cuts emerged as the main theme of the recent Lords debate on adult education.

An appeal for increased funding came initially from Baroness Lockwood, who pointed to gaps in the system and urged greater cohesion between vocational and non-vocational sectors. Once resources were switched to industrial training schemes, the infrastructure of the educational system would be weakened and its capacity to provide non-vocational education impaired.

Two strands were emerging in adult education, Baroness Lockwood maintained. Recognition of the problems existed and attempts were being made to cope with them, but on the other hand the Government was determined

to cut back on resources.

One of many pleas for the Open University was put forward by Baroness White. The OU represented the best educational bargain on offer to Government and students alike, yet the proposed cuts to its grant were potentially damaging to its present fabric and its future success. In addition to thoroughly wasteful reductions in broadcast time, possible reductions in student numbers were being contemplated.

The OU was not threatened by demographic trends, it had headed the calls to place greater emphasis on science and technology, and it was uniquely placed to offer up-to-date education. Lord Perry, former vice-chancellor of the OU, said that the university could have accepted a few thousand additional students, but it had refused to

resources has been severely cut, and loss in fees balanced by loss in expenditure. "If, as I suspect the Government would really like to expand adult and continuing education but feel they cannot devote more public money to that, then they could achieve their purpose, at least in so far as the OU contribution is concerned, by leaving the grant untouched - neither increased, nor reduced - and by requiring the university to admit many more students."

An appeal on behalf of the Workers' Educational Association was made by Lord Ardwick. As part of the self-help struggle, both the WEA and the extramural departments deserved to be maintained. The cuts being made could only be regarded as wasteful.

Against the adult education sector, Direct grants for specific adult education purposes had been increased in real terms since 1979.

The Government was least concerned to continue funding in the same traditional pattern. The strategy had not been one of cuts, but of redirection of resources and overall increases, he said.

The OU had an important role to play in the overall strategy of higher education, but it had reached a stage of maturity at which it was right to conduct a thorough review. Levels of funding to extramural departments had been maintained since 1979, and in the case of the WEA had doubled in cash terms over a period when inflation had been less than 50 per cent.

Failure to fix arbitration date angers unions

by David Lister

Local authority employers have still not managed to set a date for the arbitration hearing on teachers' pay.

This new delay in settling the pay claim was condemned this week by the National Union of Teachers. Mr Doug McAvoy, deputy general secretary, said: "I am appalled at the delay. Once the employers agreed to go to arbitration, we immediately called off our industrial action, expecting that the arbitrators would meet as a matter of urgency."

"Our good faith has been cynically exploited by the employers, who have not yet named a date for the hearing, or agreed on the chairman of the tribunal. Our claim was submitted in November of last year, and the pay rise was due in April. There can be no excuse for further delay."

Threats from Sir Keith Joseph were even more sinister than the employers' delaying tactics, he said.

"Sir Keith Joseph is part of the Government which has taken money away from local authorities and changed the law to prevent them raising funds locally. If, as he claims, the authorities cannot afford more than 4.5 per cent, then the Government must find the necessary additional money for contingency reserves. Failing that, he should take his chance in the Commons and the Lords, and try to get the arbitral award set aside."

"He cannot escape his responsibility. Having failed to prevent arbitration, Sir Keith must pay or admit that

he is prepared either to hit teachers' living standards or penalize children's education."

The teachers' unions have picked Mr John Hughes, Principal of Ruskin College, Oxford, as one of the arbitrators. Mr Hughes is also director of the Trade Union Research Unit at the college which has played a major role in helping unions with papers on economic and industrial affairs, as well as with pay claims since it was set up in 1970.

The other two members of the arbitration panel - one of them to be put forward by the management side - are not yet known.

The three arbitrators will have to adjudicate between the 4.5 per cent offer put forward by the English and Welsh local authorities and the teachers' claim for a substantial increase.

● Talks on the restructuring of teachers pay continued with a meeting between Sir Keith Joseph and local authority leaders on Wednesday.

Sir Keith was said to be keen to discuss the terms of teacher assessment and the use of money from the Educational Support Grant to fund "pilot" assessment schemes in selected local authorities.

The negotiations are understood to have made good progress since the last meeting in Plymouth, and Sir Keith is taking the opportunity to take stock of the situation.

Sir Keith receives dossier on political 'bias'

Sir Keith Joseph, the Education Secretary, has no plans to issue guidelines to schools on political bias in the classroom, DES sources stressed this week.

He may, however, take the opportunity to make his views clear when he comments shortly on the draft national criteria for politics syllabuses in the new 16-plus exam, writes Biddy Passmore.

On Monday, the Education Secretary was presented with a large dossier of examples and complaints of alleged

political indoctrination by a deputation led by Lady Olga Maitland, chairman of Women and Families for Defence. She said that political bias was most often introduced in discussions on the nuclear issue under the heading of "peace studies".

Other members of the deputation included Baroness Cox, Dr John Marks and parents and pupils from Inner London and Manchester schools. Sir Keith was "surprised" by the extent of the evidence, Lady Olga

claimed later, but he declined to promulgate any action. She said she would be meeting him again after he had studied the evidence.

"We're very worried about intimidation - children and parents being prevented from speaking out," she said. "And they can't complain to teachers or I.e.s.s. because they hold a different point of view."

Lady Olga and Dr Marks plan to publish a paper on political bias in schools early in September.

OU course accused of Marxist imbalance

by Maggie Richards

The unnamed economists conclude that "the unaware student is likely to emerge from the course with a partial and inadequate picture of how the British economy works, too little appreciation of the way that resources are allocated, a bias towards Marxist perceptions of the primary importance of class conflict and inequality, and little conception of the extent of his own ignorance."

Among the most important omissions are demand theory, which the economists argue is rooted essentially in an approach to value via individual preference, the factor markets, and the modern theory of imperfect or monopolistic competition. They add: "Profit is seen purely in terms of the expropriation of a surplus created by labour; no mention is made of its possible role as a reward for risk-taking or for the stress and burdens of entrepreneurship."

The review says that the block propagates the essentially Marxist view that in a capitalist society social relations can be summarized into the conflict of capital versus labour. It fails

to give proper weight to the rise of the middle classes, and of managers, the changing ownership of capital, and the greatly increased role of the state.

In a letter to the vice-chancellor, Mr Hancock points to the OU's students as inexperienced and lacking access to other forms of instruction. He requests a review of the course and the amendments, withdrawal or replacement of materials as necessary.

But this request has been refused by Dr Horlock. In his reply to Mr Hancock he says the course has already been subjected to "some of the most exhaustive external and internal evaluation of any of our present courses". The review already undertaken has "established the singular success of the course as a whole".

Dr Horlock says: "My colleagues and I do not believe that the complaint forwarded by you identifies or raises issues which had not already been identified, either in the original production of the course, or in the discussion surrounding the agreed remake." - THE S

Church job for ex-teacher

by Bert Lodge

A top job in Church education has gone to a former schoolteacher and teacher trainer.

Mr Colin Alves (right), Church of England colleges officer since 1977, takes over immediately as General Secretary to the General Synod Board of Education. Church House announced yesterday, Mr Alves succeeds Canon Robert Waddington who left in April to become Dean of Manchester. About 5,300 schools are designated "C of E".

Mr Alves said he would be anxious to see the debate continue about the nature and purpose of Church schools,

but perhaps even more important about the nature and purpose of the partnership between the Church, local authorities and the DES.

Mr Alves started teaching at Ripon Grammar School in 1952 after graduating in theology from Worcester College, Oxford. From 1959-1968 he was lecturer in religious education at King Alfred's College, Winchester.

In 1968 he became head of religious studies at Brighton college of education, and then from 1974-77 director of the RE centre set up by the National Society (for the promotion of religious education).



Jobs gloom for London

A majority of London's school-leavers this year will not get work, alleges Youth Aid, the youth unemployment pressure group. It claims that this estimate is made in a confidential government survey which has come into its hands, Mark Jackson writes.

The survey, prepared by the Careers Service for the Manpower Services Commission, fears that for the first

time, fewer than half of the capital's leavers will get jobs.

The overall percentage of school-leavers who will still be jobless by Christmas in the capital as a whole is estimated at 53 per cent.

The survey, Youth Aid alleges, states that there will be 28,000 jobless leavers.

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NEWS

Hilary Wilce examines the report of the project, Girls Into Science and Technology

Science and sex roles



Three years of intensive work to encourage girls to study science and technology have had little effect on their third year option choices, with only a tiny number more choosing to take physics or technical craft.

However, the work softened the traditional "male" and "female" attitudes of pupils, and had wide-ranging influence in making the question of girls' underachievement in science and technology an issue of serious educational concern.

These are the main findings of the Girls Into Science and Technology project, one of the longest-running and best-known research programmes in the field of equal opportunities, whose final report has just been issued.

The "hard" results of the GIST project are disappointing. The uptake of physics by girls in the eight schools concerned increased on average by only 4 per cent. The increase in uptake in technical craft was even smaller.

But the project, which aimed both to intervene to improve girls' achievements in these areas and to investigate the underachievement, threw up numerous observations and findings which have come to be incorporated into the present-day common wisdom about unequal opportunities in schools.

Among these were observations about pupil and teacher attitudes, and about classroom behaviour. For example, researchers watching lessons were able to document exactly how boys came to monopolize scarce equipment, and so deprive girls consistently of practical experience.

The GIST project began in September 1979 and ran until August 1983. It was funded at various times by the Equal Opportunities Commission, the Social Science Research Council, the Schools Council, the Department of Industry and Shell UK Ltd.

In September 1980, it began to follow approximately 2,000 Greater Manchester schoolchildren from the time they entered secondary school until they made their subject choices at the end of their third year.

Ten coeducational comprehensive schools were involved. In eight, the research team intervened in various ways to try to alter existing patterns. The two other schools were used as controls.

The project team worked mainly with teachers, aiming to raise their awareness and influence their class-

room practice. Strategies were wide-ranging. The team undertook some curriculum development, some classroom observation, worked with the groups of teachers and organized teacher conferences.

Women scientists and technologists visited schools, and alternative CDT teaching strategies were demonstrated at one school. Girls' science clubs were tried, and a slide-tape show and a video were produced.

In investigating pupil attitudes, research showed that girls and boys had almost equal scientific knowledge when they entered secondary school, but that girls were far more interested in biological topics, while the boys showed a greater interest in physical sciences. By the third year the boys got slightly better marks than the girls, and had a markedly better opinion of their own achievements than did the girls of theirs.

Both at 11 and 14, boys showed themselves to have more rigid ideas about the sex roles than the girls, with many more agreeing with such statements as "A woman could never be a great scientist". Twenty-two per cent of boys said they did not want their wives to be employed, but only 4 per cent of girls wanted to be permanent housewives.

Researchers noted a "small, but encouraging trend for children in action schools to show more positive (or to be accurate, less negative) attitudes to changes than children in control schools." This was particularly striking on measures of sex stereotyping where children in action schools became markedly more egalitarian.

The project found that teachers were generally supportive of GIST's aims although many said they did not feel their own teaching practices had altered much as a result. However, the project team noted "considerable alterations in teachers' attitudes, although these were by no means uniform". In very general terms, the project found craft teachers more resistant to change than science teachers.

The picture concerning option choices proved complicated and varied widely between the schools concerned. In only one school did both more boys and more girls choose non-traditional options.

The team maintains that these results can be understood only in terms of a detailed examination of each school. Reorganization and staff changes need to be taken into account, they say, as well as the wider influence on pupils' subject choices, and the fluctuations noted from year to year.

Girls Into Science and Technology Final Report by Alison Kelly, Judith Whyte and Barbara Small. Available from GIST, Department of Sociology, University of Manchester. Send £1 and an A4 stamped addressed envelope.

EOC brings educational offenders into line

A number of schools and local education authorities have been brought to heel for offering timetable options which were discriminatory, according to the Equal Opportunities Commission's eighth annual report.

One school in Hereford and Worcester was accused of allocating boys and girls different craft subjects. On investigation, the Commission found the accommodation available for junior CDT teaching was inadequate but after discussion the authority agreed that all pupils would get some CDT lessons. Additional teaching was offered through extra-curricular provision.

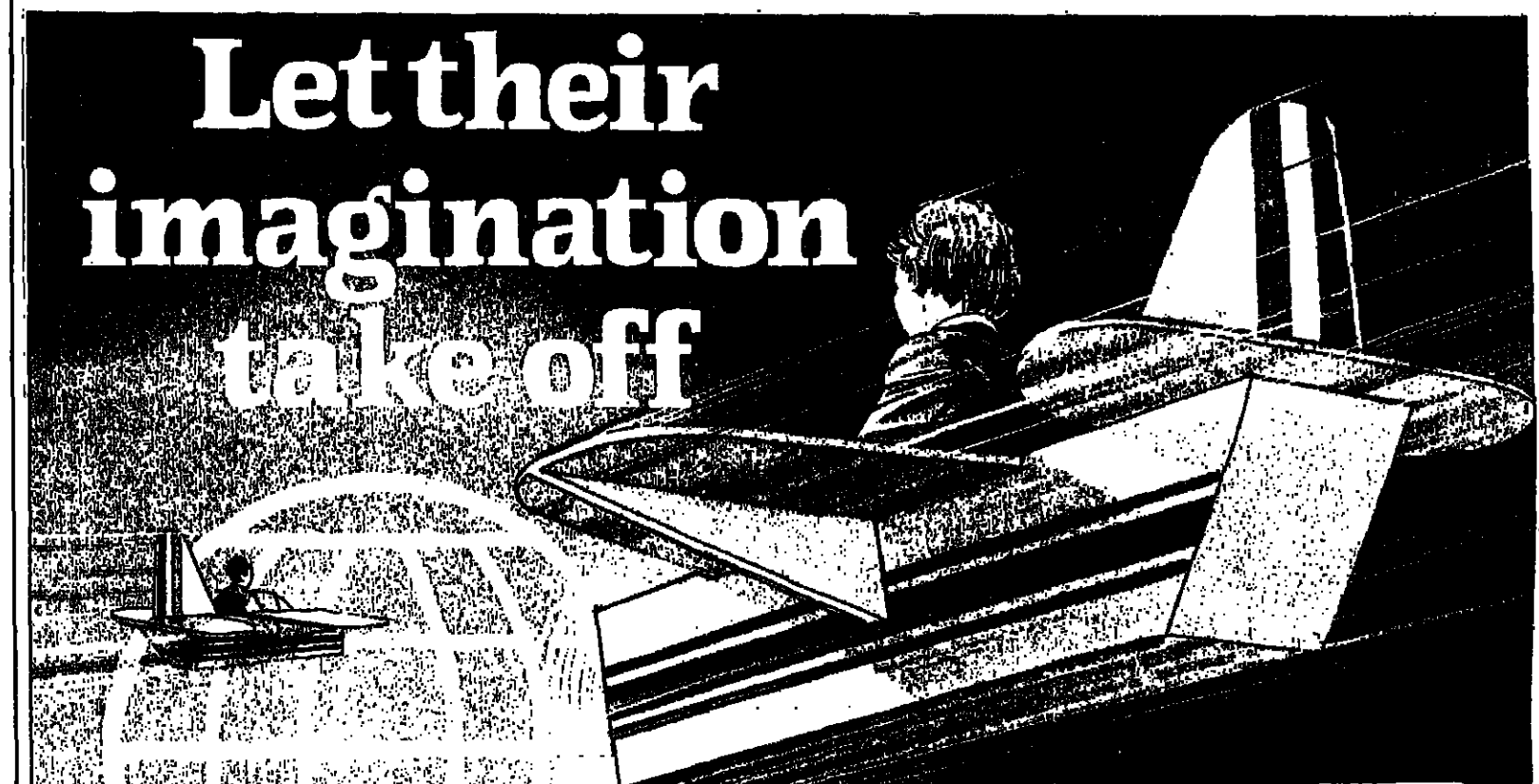
Another complaint concerned a Rochdale school where girls were not being offered technical drawing, woodwork and metalwork. This school, too, changed its timetable.

Similar complaints against Highland Regional Council and Essex I.e.a. were also resolved, while Kent I.e.a. was brought into line with the law after it was pointed out that in one school a CSE physical education course was available only to boys.

Reviewing its work in all areas, the EOC reports that more than 350 complaints of discrimination were settled directly by staff. "By acting sensibly the Commission has gathered allies, and it is important that we should continue to work other people to promote equality of opportunity between men and women," writes Baroness Platt of Writtle, EOC chairman, in her forward to the report. "It is noteworthy how many complaints have been satisfactorily and amicably resolved without the need to refer to the Commission's legal powers."

However, two education cases involving alleged discriminatory selection procedures in schools are waiting to be heard.

Eighth Annual Report 1983, price £4.00, available from Her Majesty's Stationery Office.



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NEWS

Study finds no link between cash and performance

by Biddy Passmore

Some local education authorities are spending more than others yet obtaining results which are worse in every way - despite similar social problems.

This is demonstrated in a new study called *Value for Money in Education* by Rodney Lord, formerly a *Daily Telegraph* journalist and now special adviser to Mr Peter Rees, chief secretary to the Treasury and pursuener of public spending. It is published by *Public Money*, a journal sponsored by the Chartered Institute of Public Finance and Accountancy (Cipfa).

Mr Lord has gathered statistics - some previously unpublished - from the DES, Cipfa and other public bodies to build up a formidable case for new priorities in local education spending.

His analysis suggests that "high spending is no guarantee of a superior education, nor that modest expenditure will necessarily lead to an inferior one. Authorities appear to vary widely, both in the efficiency with which they convert money into resources and in the effectiveness with which they apply resources to achieve a good education."

Moreover, the evidence suggests that the variations between authorities are even greater in further education than at school.

He found that:

- Differences in the pupil-teacher ratio have no verifiable effect on educational achievement. Perhaps this explains why higher or lower spending does not appear to affect the outcomes of education in any direct or predictable way.
- The distribution of independent schools makes little difference to achievement in local state schools. If anything, the proportion of local children in independent schools has a positive, depending on O level performance in state schools.
- Longer experience and higher qualifications among teaching staff do make a detectable difference to educational performance.
- By far the best predictors of achievement are social class and housing conditions, as last year's DES study showed. The proportion of non-white children seems to have little connection with poor levels of achievement.

Mr Lord calls for a more determined effort by central and local government to measure the achievement of schools and colleges in relation to their potential. Among the changes he wants to see are the release of more information by Her Majesty's Inspectorate, regular analysis of teacher turnover, a bigger sample for testing by the Assessment of Performance Unit - with results disaggregated to authority level - and the collection of more statistics to measure the efficiency of further education.

Mr Lord chooses to assess authorities' performance within the "clusters of deprivation" published by the Department of Education in 1982. These sort I.e.s into six groups on the basis of six indicators of educational need, from least disadvantaged (A) to most disadvantaged (F).

The clusters have been criticized as too crude a measure of deprivation. As Mr Lord says, "In Richmond, really more educationally disadvantaged than Gateshead?" Nonetheless, the study says, common sense confirmed them as reasonably homogeneous groups of authorities and local education officers accepted them as a reasonable basis for comparisons.

As the table shows, the higher the spending, the lower (broadly speaking) the achievement. One possible conclusion is that the more disadvantaged authorities are not yet spending enough to offset the relative handicaps of their pupils.

But Mr Lord points out that this argument is not supported by the wide variation between authorities within the same group - or between different groups.

In cluster A, Bromley appears to have a track record appropriate to its expenditure, with exam results well above average and a high staying on rate. The two highest spenders, Havering and Hillingdon, have much worse results than Surrey and Berkshire with apparently similar populations. Of the low spenders, Sutton and West Sussex do well and Kent, Solihull and Stockport about average.

The outstanding feature of cluster B is Newcastle's very high spending with very mediocre results, both in terms of exams and staying on, says Mr Lord. South Tyneside also does poorly on well above average spending. But Sheffield does reasonably well compared with other I.e.s in South Yorkshire.

Manchester occupies a similar position in cluster C to Newcastle's in cluster B, although Mr Lord concedes that its problems are greater than those of any other authority in the group. Liverpool also does badly despite its high spending. But the second lowest spender, Bolton, has much the best results.

Authorities in cluster D contend with roughly the same levels of deprivation as those in C but with a higher proportion of non-whites. They are mainly outer London boroughs with high staying on rates and good results, Mr Lord says. Barnet spends most, and has some of the best results, together with Harrow, which is also an above average spender. Outside London, Bedfordshire stands out as spending more than average to lack-lustre effect.

E and F contend with the highest levels of deprivation. ILEA, predictably, stands out as by far the highest spender with results average or below for its cluster. Birmingham does much better at two thirds of the cost.

Mr Lord attempts to explain these differences by looking, first, at authorities' efficiency - how they convert money into teaching resources - and then at the effectiveness of the resources they purchase.

He demonstrates wide variations in education authorities' spending per teacher which are often not linked to the qualifications or length of experience of staff they hire. Other striking differences in the number of teachers' weekly class hours and in spending on support staff, premises, school meals and transport cannot be reflected in equivalent variations in the standard of service, he says.

Mr Lord concludes that management skills should be given higher priority in I.e.a. administration.

The figures available for further education suggest even greater variations than in schools: from £779 per head in the London borough of Barnet to £2,440 in Barking.

To find out what factors do affect performance, Mr Lord conducts a multiple regression analysis, a technique used to establish how much of the variation can be attributed to various factors.

Pupil-teacher ratios make no significant difference to performance, his analysis shows, and he suggests that national and local politicians should abandon the expensive "totem". Nor does spending in itself, perhaps because it is closely linked to the pupil-teacher ratio. Nor, it seems, do class contact hours.

The factor making by far the biggest difference is social class, followed by poor housing. But teachers' qualifications and length of experience make a significant difference, too: the more graduate teachers and the lower inexperienced teachers; the better authorities performed.

Value for Money in Education, by Rodney Lord, published by *Public Money*, 1 Buckingham Place, London SW1E 6JH. £3.50, including postage.

Authority	unit costs: combined	Inputs	Disadvantage	Independent schools	five or more O levels or CSE Is	any grades	Outcomes	leavers at 16	delinquents	unemployment
	£	£	no.s			%				
Cluster A										
Barnley	630	748	48	1.4	21.4	90.4	42.8	5.08**	—	—
Barnsley	875	811	50	6.9	32.3	88.4	39.4	4.94**	—	—
Havering	887	829	41	1.8	24.4	90.4	47.7	7.72**	—	—
Hillingdon	893	823	59	6.4	24.4	89.3	47.3	6.76**	—	—
Kingsdon	645	761	50	11.5	30.1	89.3	37.4	5.87**	—	—
Sutton	618	729	44	6.9	31.1	91.3	39.1	4.11**	—	—
Bury	643	770	58	6.5	19.2	81.7	56.1	4.17**	11.8	11.7
Stockport	807	714	47	7.2	23.1	87.6	47.2	3.17**	10.6	8.8
Dudley	887	888	52	0.4	19.4	81.9	58.7	3.60**	13.4	14.3
Solihull	609	722	48	4.2	23.5	87.8	58.0	3.60**	8.0	14.3
non-metropolitan counties										
Avon	648	784	58	7.1	23.8	80.0	47.8	3.99**	9.2	8.4
Berkshire	641	788	58	8.5	24.3	90.4	46.1	3.04**	4.3	8.7
Buckinghamshire	616	816	50	5.2	29.8	92.2	44.8	3.04**	6.5	8.8
Cambridgeshire	834	776	57	4.8	21.2	86.7	52.8	4.19	7.8	7.4
Derbyshire	614	728	56	1.7	18.5	87.1	57.7	3.88	9.7	8.5
Dorset	636	727	51	5.5	25.3	93.6	48.3	3.28	4.6	8.6
East Sussex	638	760	52	7.7	24.8	89.3	48.9	3.91**	6.0	8.2
Essex	616	748	42	3.1	22.9	89.2	47.8	3.18	6.7	7.9
Gloucestershire	626	747	51	5.6	24.2	89.7	52.7	3.80	8.7	7.9
Hampshire	613	750	48	5.4	23.1	92.3	47.4	3.93**	8.0	7.7
Hereford & Worcester	645	769	48	6.0	22.4	88.4	55.8	3.98**	13.8	8.8
Hertfordshire	885	819	45	7.2	26.4	92.4	42.8	2.94	5.4	8.4
Isle of Wight	625	709	50	4.8	22.4	88.9	47.3	3.53**	7.6	10.4
Kent	607	729	52	4.7	24.3	88.7	49.3	2.73	8.1	8.8
Northamptonshire	619	734	57	3.0	16.7	85.5	55.6	4.05	8.1	10.6
North Yorkshire	671	789	48	4.0	26.2	88.9	49.5	3.19	7.4	7.8
Oxfordshire	681	786	61	7.3	23.8	90.8	47.2	3.04**	6.2	8.8
Suffolk	649	716	60	4.9	19.0	87.9	50.4	4.81	8.0	7.8
Surrey	681	786	42	14.7	32.2	90.7	41.0	1.99	2.8	4.9
Warrickshire	618	781	58	5.2	24.1	88.8	54.0	2.90	10.4	11.0
West Sussex	614	731	45	5.5	28.4	94.1	43.2	3.91**	3.1	5.8
Wiltshire	626	761	58	3.2	20.2	92.1	50.8	3.81	11.4	8.2
Cluster B										
Barking	709	860	73	0.0	10.5	78.6	55.3	6.65**	—	—
metropolitan districts										
Rochdale	880	831	79	1.0	14.4	81.0	57.7	5.21**	11.8	15.2
Tameside	806	733	87	0.04	17.4	83.0	58.1	3.83**	8.0	12.0
Trafford	816	724	89	0.8	28.9	90.9	51.8	2.85**	13.1	7.4
Wigan	842	778	80	0.0	28.4	87.0	58.7	3.34**	21.4	13.8
St Helena	821	776	80	1.2	19.4	85.9	53.8	8.27**	23.7	13.8
Salford	825	744	80	8.7	20.9	89.3	50.2	7.74**	28.0	17.7
Wirral	813	734	84	8.3	24.5	81.4	47.4	5.98**	19.8	18.9
Barnsley	880	750	82	0.0	13.4	83.3	80.5	4.31**	28.8	12.8
Doncaster	889	778	85	0.7	16.5	88.4	66.8	4.76**	22.7	13.4
Nottingham	820	737	87	0.3	19.1	88.6	57.0	3.39**	23.2	18.7
Sheffield	708	818	85	2.0	21.2	91.2	49.8	3.90**	21.6	8.1
Gateshead	880	749	84	0.8	15.0	82.9	56.7	4.87**	23.1	13.0
Newcastle	775	981	76	11.4	18.2	87.1	51.8	8.89**	28.9	9.3
North Tyneside	776	775	81	2.1	20.1	92.4	47.7	5.04**	18.5	8.7
South Tyneside	725	831	63	0.1	19.2	88.4	52.9	5.65**	28.0	18.1
Sunderland	671	789	68	1.7	17.4	88.1	56.0	6.18**	22.6	17.3
Cheshire	839	759	89	1.5	21.1	87.4	59.1	4.91**	12.5	10.0
Leeds	832	825	76	3.4	20.9	86.9	54.6	5.82**	10.8	9.4
Wakefield	808	873	51	4.4	16.9	79.3	64.5	4.25**	18.3	10.0
non-metropolitan counties										
Cheshire	861	790	55	4.0	24.1	88.3	50.9	4.19	16.4	18.3
Cleveland	842	784	58	1.4	18.3	87.2	61.2	5.51	24.2	16.6
Conwy	842	749	58	1.1	22.2	87.3	49.9	3.38**	10.5	15.2
Cumbria	848	788	46	1.3	20.4	89.3	59.0	4.57	13.8	11.8
Devon	823	742	58	6.5	19.5	88.2	57.3	3.49**	9.4	10.9
Durham	884	772	57	1.7	18.3	88.2	55.9	4.44	18.6	12.8
Humberide	807	758	61	1.6	18.5	83.3	54.9	5.97	18.0	14.4
Lancashire	817	789	74	3.4	18.9	86.8	56.3	5.02	8.9	10.8
Lincolnshire	831	784	55	3.0	21.2	91.9	52.5	4.85	10.3	10.4
Northfolk	837	773	52	3.5	21.1	87.4	58.4	3.11	8.2	8.2
Northumberland	859	731	52	1.0	23.5	90.3	54.2	4.09**	14.0	11.7
Nottinghamshire	828	745	58	2.7	19.9	87.6	52.4	6.22	10.8	8.8
Shropshire	838	782	58	3.8	23.2	87.1	52.1	3.98**	13.6	12.2
Somerset	805	783	50	6.6	16.1	86.5	59.5	3.31	9.1	7.4
Staffordshire	861	785	50	1.4	20.6	84.0	59.8	3.95	18.2	10.4
Cluster C										
Bolton	806	741	83	4.5	22.9	86.7	54.1	4.04**	12.3	11.9
Manchester	789	855	132	6.5	18.3	79.3	56.4	7.09**	18.2	8.2
Oldham	810	712	81	4.0	16.3	79.2	80.7	4.88**	9.1	11.8
Salford	867	803	88	3.2	12.2	81.7	55.8	4.79**	12.8	11.8
Knowsley	898	849	97	5.2	12.0	78.0	59.3	8.91**	33.8	21.9
Liverpool	746	898	99	4.2	14.6	81.2	54.5	11.76**	51.1	14.2
Coventry	880	792	100	4.9	18.2	83.7	55.7	3.80**	21.3	11.9
Sandwell	872	797	104	0.3	11.3	79.2	60.9	3.80**	21.4	12.3
Walsall	890	813	80	1.1	18.3	82.0	57.8	3.80**	18.9	12.3
Bradford	649	879	109	3.5	18.9	80.2	53.5	5.58**	14.7	11.8
Kirkcaldy	596	860	94	2.1	18.3	87.2	67.2	4.71**	16.8	11.8
Cluster D										
Barnet	711	843	78	9.8	31.5	88.4	34.3	4.72**	—	—
Croydon	823	812	82	12.6	21.2	87.3	49.1	6.93**	—	—
Enfield	816	711	72	2.2	24.8	86.2	45.0	6.85**	—	—
Harrow	737	858	88	12.6	37.1	89.7	32.3	4.15**	—	—
Hounslow	730	846	92	1.7	22.3	84.1	36.3	7.80**	—	—
Merton	869	748	81	9.8	24.7	89.2	37.6	5.99**	—	—
Redbridge	877	819	88	9.0	21.1	87.8	37.6	7.72**	—	—
Richmond	885	796	60	24.8	21.7	85.8	54.8	5.81**	—	—
Bedfordshire	712	784	67	5.6	18.8	88.0	49.8	4.12	8.7	21
Lancashire	828	744	78	3.1	19.1	86.5	54.1	3.48	10.2	8.4
Cluster E										
ILEA	996	1165	138	10.1	14.1	77.7	46.8	8.85**	12.1	—
Norfolk	782	872	183	0.1	10.9	78.7	54.8	8.89**	—	—
Waltham Forest	788	948	110	3.3	15.3	84.8	41.8	8.69**	—	—
Birmingham	847	777	125	3.2	17.3	84.8	49.8	3.80**	21.2	11.8
Wolverhampton	720	829	132	3.6	13.8	83.2	53.5	3.60**	—	—
Cluster F										
Brent	880	981	166	2.2	18.0	86.0	35.8	5.48**	—	—
Brentford	769	880	142	8.5	19.9	83.0	35.8	6.12**	—	—
Harlow	827	924	151	8.8	17.8	81.2	39.1	8.08**	—	—
Average over three years										
Data supplied by the police force										
The area of which authority forms part of the London borough										

PRIMARY

Nick Baker examines the moral minefield trodden by those who go into schools and raise millions for good causes.

Charitable fund-raising in schools has reached multi-million pound proportions, highlighting the complex moral issues involved in such activities and the way they are carried out.

There can be little doubt that teaching children about the less fortunate, and so stimulating a desire to help, is important. However, it does seem that the leading charities which employ professional workers to go into schools are more concerned with the fund-raising aspect than the educational one.

Of course, thousands of teachers and pupils, particularly in secondary schools, benefit from the excellent educational material published by Help the Aged, the National Society for the Prevention of Cruelty to Children, and others. But when a charity youth worker approaches a head-teacher for permission to campaign in school, what's on his (or far more probably her) mind is the outcome in pounds and pence.

The operations of the three charities who regularly go into schools are very similar. The Help the Aged, NSPCC or YMCA representative's first port of call is the headteacher. If the head's permission to go ahead is granted, the next step is a talk, either to the whole school or to selected parts of it. The first part of the talk always explains the need for the charity, often through a story, a game or a role play using pupil volunteers. The second part explains how children can help, by participating in specially packaged sponsored events (spelling, quiz games, colouring, how many separate items you can fit in a matchbox, and so on).

In the case of HTA and the NSPCC the proceedings are watched by a child-sized mascot—a cuddly toy which younger children are asked to help. The charity worker is scrupulously careful in talking to the children. She'll ensure that the child gets parental consent, always allow room for a child or parent to say no, make sure that children don't ask sponsorship from their teachers, and, of course, warn them not to knock on unknown doors or ask strangers for money.

On successive visits, the representative will mark sponsor forms, tick off names and collect money. One of the attractions of the idea is that teachers don't have to give up time to organizing charitable events—it all comes in a "package" operated by the charity.

The YMCA operation differs slightly from the two others, shunning the cuddly toy and the offer of badges as rewards. The YMCA never campaigns



Fund-raising at an inner London school... a "growth industry" as more big charities become involved.

The charity boom

with children under seven, while the NSPCC concentrates on the whole primary age range, sometimes going into middle or upper schools' first two years.

Help the Aged, the innovators of this type of scheme and by far the biggest of the campaigners in schools, covers the whole age range, secondary and primary. Whether teachers like the schemes because they're easy to run, or dislike them for being too commercial in approach, one fact cannot be denied. They make a lot of money. Help the Aged's 68 workers in schools (average salary £5,000, which is about the norm for all the charities involved) raised £2m last year.

Watching NSPCC team leader Lynn Guthrie at work in a primary school in south London, it became very clear

what a precarious line she had to tread. Talking to the infants, she used the story of Cinderella to explain what cruelty to children is like. With the juniors, she was able to be a bit more frank, but it's still a far from easy task to explain the charity's work without fueling imaginary visions among the children of armies of wicked child-battering parents.

"They're not horrible people," Ms Guthrie tells the children, "they've just gone wrong. It can happen to anyone." She still has to field some searching questions from the juniors: What's the worst case the NSPCC has ever dealt with? How many children get sent to homes? Where does most child beating take place? How do you find out about cruelty to children? Sheila Malone, the organizing

secretary of the NSPCC Young League, wants to involve children as young as this not only because they're good fund-raisers, but also to form an early link with them. The society is celebrating its centenary. In the next hundred years, it has pledged to take a preventative role in child abuse by encouraging more education in "positive parenthood", and is eventually going to move into the area of secondary education to achieve this.

Sheila Malone sees the value of this early link as a way of encouraging people to turn to the society for help—for themselves or for others. However, it is still a moot point whether five-year-olds can understand who they're helping with their sponsored matchbox game.

One faintly disturbing aspect of the

growth of the "prepackaged" school charity campaign is the undeniable atmosphere of competition which surrounds it.

YMCA School's Link director Mike Adams, who has a background in sales and marketing as well as being a former Help the Aged worker, takes a dim view of fund-raising with the under-sevens and the "gimmicks" of badges and teddy bears. "We are conscious of the worsening image of charity work in schools, exacerbated by voluntary organizations who use highly commercial methods for fund-raising with young children," he said.

As more charities enter the school fund-raising arena and others, like the YMCA, which has only just started in the field, step up their operations, there will be increasing pressure on schools. Yet it is the exclusion of the teacher, albeit for considerate and practical reasons, which is in a way most disturbing.

If charities are going to become part of school life, surely teachers have a responsibility to get the maximum educational value from them. In the case of older children, education about charity may touch on issues the charities themselves would perhaps prefer left alone. Are big charities more bureaucratic and therefore less cost-effective than smaller ones? When does a charity become a pressure group?

Many schools plump for a much more direct approach to charitable activity. Thamesview School in Gravesend, Kent is one. Its head of lower school, Heather Barnes, organized a sponsored event to raise money for a local housebound multiple sclerosis sufferer whose only means of communication was a mouth-operated POSSUM electric signboard. The school was to provide her with a special "light touch" electric typewriter (cost, £700). Pupils were able to see her and watch her operate the equipment.

There is another, thorny issue emerging: Howard Kennedy, headmaster of Holy Family Middle School in Langley, near Slough, regularly welcomes Help the Aged to talk to his pupils. After one such visit, a lively and stimulating affair, Mr Kennedy was anxious to make it clear to the TES that his ability to help charities was falling.

"The more schools become charitable institutions themselves, the less we'll be able to do for people like Help the Aged," he said. "At the moment we can't develop our curriculum without asking parents for voluntary help."

Youngest children 'get less attention'

by David Lister

Youngest children receive less attention from adults than their brothers and sisters, and spend more of their time talking to and playing with other children.

The discovery that family position has such a strong influence on social interaction is one of the findings of a new report published this week.

The *Young Child at Home* looks at the activities, behaviour and family environment of children aged between 3 and 4½ years. The researchers looked at a large sample of children, balanced in terms of factors such as social class, sex, age and family position.

Although research conducted in the 1960s claimed to have identified significant differences between middle and working-class children and their interactions with their families, the authors of *The Young Child at Home* found that where social class variations did exist they were few and subtle.

Most children in the sample had plenty of toys, and working-class parents spent as much time talking and interacting with their children as did middle-class parents. The latter were, however, more likely to buy their children books, or toys of educational value.

The better overall performance of middle-class children on the Stanford-Binet Intelligence Test was considered by the authors to be partially attributable

to the fact that they were encouraged to engage in play activities likely to develop pre-reading, writing and number skills.

Social class language differences were also found to be subtle. Middle-class parents were found to make more use of "options" to suggest alternative activities to their children and thus control behaviour. They praised their children more, and used less negative or "punishing" speech.

A significant aspect of behaviour confirmed by the research is that even at an early age boys and girls show marked preferences for toys and activities which reflect traditional sex stereotype roles. Boys were found to play with more weapons, trains, and cars. Incorporated hardware such as tools into their play activities and spent more time climbing, building and repairing vehicles.

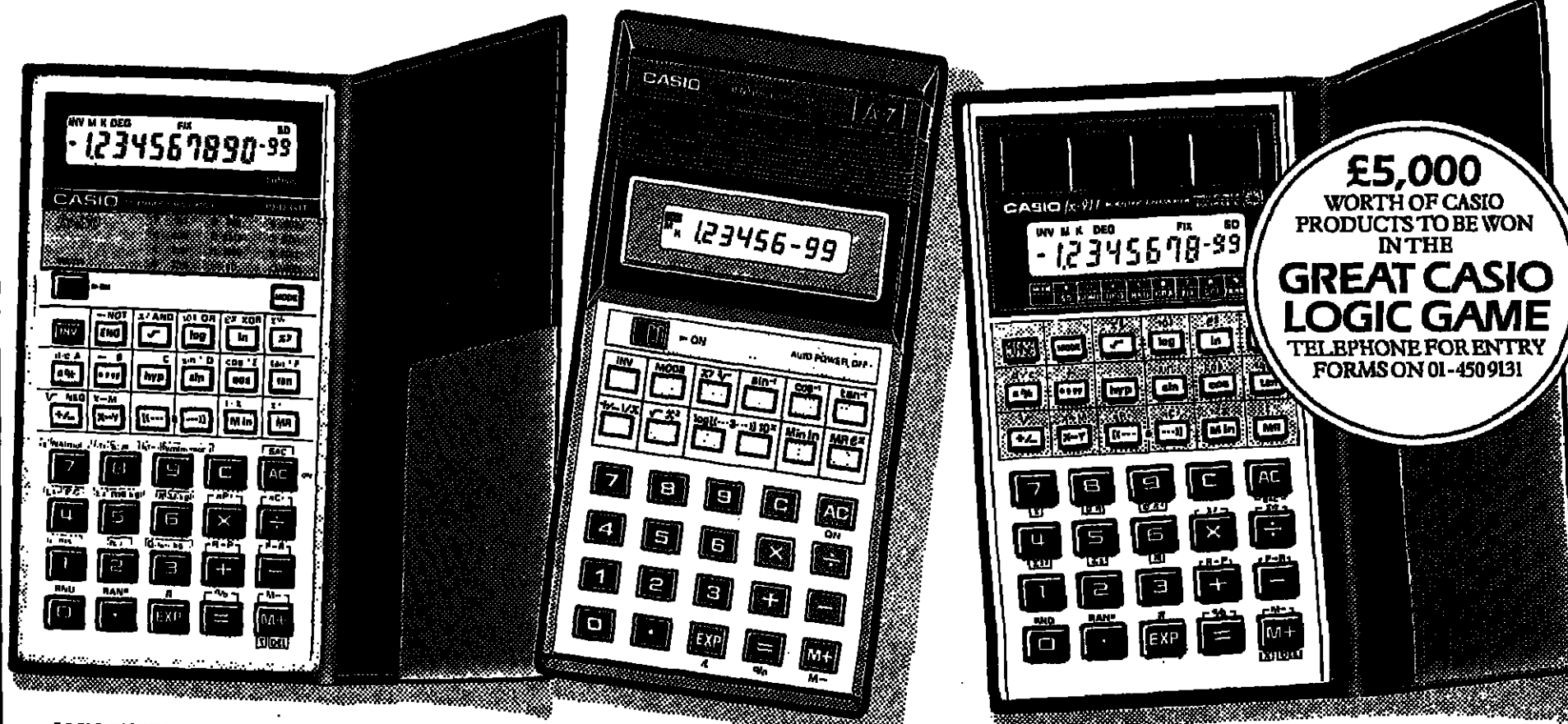
Girls enjoyed climbing, swinging and jumping, but spent more time than boys in fantasy or imaginative play, often using domestic roles as their models.

The Young Child at Home, by Christine Davies, S John Hall, Elaine Vincent and Margaret Mason, published by the NFER-Nelson Publishing Company Ltd, Darville House, Oxford Road East, Windsor, Berks SL4 1DF, £5.95.

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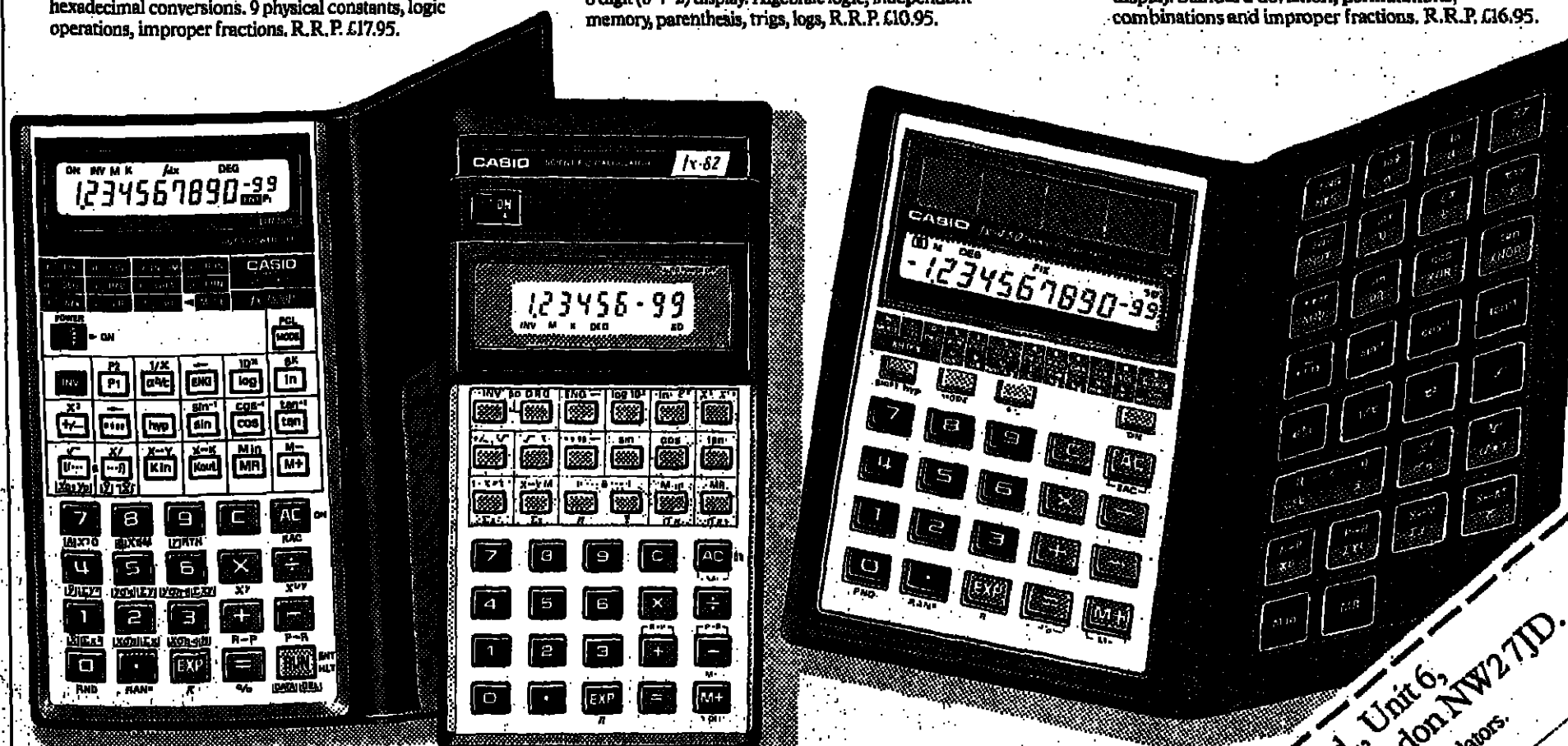
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199 Jan 10 1986

Biddy Passmore reports on two surveys concerning today's family conditions

Men show greater social mobility

Many more men than women have moved from a working class background to a degree and a professional job, according to new Government figures.

Men with fathers in manual occupations are more than three times as likely as women from a similar background to have a degree, the 1982 General Household Survey which covered 12,500 households, shows. And, among people with degrees, three times as many men as women are in professional occupations.

Generally, men are more highly qualified and have greater social mobility despite the slightly higher proportion of women who continued their full-time education after leaving school, the figures show. While 23 per cent of women had carried on with full-time study, compared with 20 per cent of men, only half of the women surveyed had ended up with some kind of recognized qualifications (CSE or higher) compared with three-fifths of men.

The report says this is probably because men are more likely to have obtained qualifications by part-time study. There were nearly three times as many male as female part-time students in the 16 to 19 age group. While men are far more likely than women to have gone to university, women have seized their opportunities

in public sector higher education. Around one and a half times as many women as men surveyed had attended a polytechnic or college of further education, the greatest difference being between men and women with fathers in professional jobs.

But many of these women appear to have concentrated on higher education qualifications below degree level: non-graduate teaching qualifications, nursing and other sub-degree professional courses and BEC higher diplomas, for instance.

This is especially true of women with fathers in professional or intermediate non-manual occupations, who were more likely than men from similar backgrounds to have qualifications between A level and degree.

The report produces much evidence of the familiar and apparently unbreakable links between socio-economic background and educational attainment. It shows that:

● Among those aged 16 to 49, more than four times as many full-time students as those not currently in education had fathers who were, or had been, in professional occupations. At every level of qualification, men tended to have jobs of higher status than women.

The report says there may be signs of progress towards equal job opportuni-

ties for women and men. In the 25 to 29 age group, the survey found hardly any difference between the proportion of men and women with similar educational backgrounds in the higher non-manual occupations, while the difference was quite sharp among older age groups.

But it says that this may well be because men are more likely than women to improve their occupational status as they get older.

General Household Survey 1982, HMSO price £13.70 net.

At every level of qualification, men tended to have jobs of higher status than women.

Conversely, 61 per cent of those whose full-time education ended when they left school were in manual occupations compared with 20 per cent of those who had attended a polytechnic and 5 per cent of those who had been in professional occupations.

The report says there may be signs of progress towards equal job opportuni-



Michael Caine: leading actor with a working class background.

ties for women and men. In the 25 to 29 age group, the survey found hardly any difference between the proportion of men and women with similar educational backgrounds in the higher non-manual occupations, while the difference was quite sharp among older age groups.

But it says that this may well be because men are more likely than women to improve their occupational status as they get older.

General Household Survey 1982, HMSO price £13.70 net.

Benefits system hard on families

Families with children emerge as the chief sufferers in this week's report on supplementary benefit by the Policy Studies Institute.

The report finds that, while the long-term and higher rate of benefit is just about adequate for a couple on their own, the lower short-term rates simply not enough for the unemployed families with children who depend on it. And many claimants, bewildered by the system, do not claim what they are entitled to.

The PSI's two-year research found that half of the couples with children run out of money most weeks because of the routine expenses of living.

Three out of five couples do not have standard items of clothing such as a warm coat or change of shoes, either for themselves or their children, the report says.

The Reform of Supplementary Benefit, Policy Studies Institute, 12 Castle Lane, London SW1E 6QR, price £12.

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Why asking pupils about father may cause more red faces

Teachers who ask children about their father may cause embarrassment in one case in five.

In 1982, 20 per cent of children under 16 were not living with both natural parents, the latest General Household Survey shows. But nearly all (98 per cent) were living with their natural mother.

As might be expected, younger children were more likely to be living with

both parents than older ones; 90 per cent of those under five lived with both parents, compared with only 71 per cent of those aged 16 to 18.

The reduction throughout the 1970s in the proportion of families with dependent children headed by a married couple continued in the early 1980s, the survey shows. In 1980-82, 12.1 per cent of all families with dependent children were headed by a

single parent, compared with 8.3 per cent in 1971-73. The increase was largely due to the rise in the proportion of single - especially divorced - mothers.

One-parent families were much more likely than others to live in council housing: 65 per cent compared with 28 per cent of other families with dependent children. Single mothers who had never been

married were much more likely than other lone mothers to live with their own parents and much less likely to live alone with their children. But they appear to be growing more independent, probably because they are getting older on average: 30 per cent lived with their own parents in 1981-82 compared with 43 per cent in 1979-80 and 58 per cent lived alone with their children compared with 48 per cent.

Staying-on rate higher for blacks

by Diane Spencer

A larger proportion of black people than whites now stay on in full-time education, says a report published this week by the Policy Studies Institute. Findings of a survey of 5,000 people also showed that a significant number of black women are studying part-time for qualifications: 9 per cent West Indian, 5 per cent Asian and 2 per cent white.

The report, *Black and White Britain* by Colin Brown, is the third PSI survey on ethnic minorities. It looks at housing, jobs, race relations support and care as well as education.

It concludes that inequalities still exist in housing and jobs despite Race Relations Acts and Government aid to inner-cities.

Black men generally earn about £20 a week less than white men, and blacks do worse in the private sector than the public and in manufacturing industries in particular.

The report says that black people are more likely than whites to occupy flats, older terraced houses, the upper storeys of high rise blocks and shared accommodation.

But the picture was slightly more hopeful in education. The gap in qualifications between black and white had closed since the 1974 survey. The author also found evidence that the pattern of education among Asian women was changing rapidly, with many more gaining academic qualifications.

Mr Brown found that levels of academic and vocational qualifications among Asians were strongly related to their fluency in English. Nearly two-thirds of those with good English had some kind of qualification, while none without English had any.

Black and White Britain, by Colin Brown, Heinemann Educational Books/PSI, available from PSI, 1-2 Castle Lane, London SW1E 6DR.

Unions claim membership boom during dispute

by Richard Garner

Teachers have been joining unions in droves during the recent wave of industrial unrest in schools.

All six of the teachers' unions represented on the Burnham committee, which negotiates teachers' pay, have reported an increase in their membership since the dispute began two months ago.

At first sight, all the claims made by the various unions may seem far-fetched - but it has to be remembered that many teachers did not belong to any teachers' organization when the pay negotiations broke down, and also that it is possible to have dual membership in most of the teachers' organizations.

The Professional Association of Teachers, whose members pledge never to go on strike, claims that membership has risen from 23,000 to 25,000 and that extra staff have had to be taken on at the union's Derbyshire headquarters to process the applications.

Mr Peter Dawson, the union's general secretary, said he thought that people were joining the PAT from the National Union of Teachers and the National Association of Schoolmasters/Union of Women Teachers - both of whom have been engaged in strike action over pay - although he added that the union did not ask new recruits to say where they had come from. The PAT usually does recruit new mem-

bers at times of industrial unrest. However, both the NUT and the NAS/UTW are also reporting a big increase in their membership figures as a result of the dispute.

The 235,000-strong NUT says that applications to join outweigh resignations, and says it has had a net gain of 10,000 members since embarking upon strike action.

The 120,000-strong NAS/UTW claims a ratio of about two applications to every resignation, which means that several hundred have applied to join the union.

In addition, the 90,000-strong Assistant Masters and Mistresses Association has received floods of applications to join - a total of 1,117 during the past two months - although Mr Peter Smith, its deputy general secretary, emphasized that the AMMA had not gone out of its way to seek recruits during the recent action.

He added that he found it "mildly disreputable" that the PAT had sought to encourage recruits when it had sided with the other teachers' organizations in rejecting the 4.5 per cent pay offer which had led to the breakdown in pay negotiations.

Headteachers' organizations, too, are also reporting an increase in membership. With the 23,500-strong National Association of Head Teachers saying it has gained at least 500 new members during the dispute.

Vacation jobs scarcer for students

Only just over half of Britain's students are now able to find vacation jobs to tide them over the summer, compared with 84 per cent 10 years ago, according to a survey by the National Union of Students.

The survey, published last week, shows that more and more students are

having to rely on bank overdrafts and social security payments to keep afloat. More than one in five of the 1,700 students surveyed had accumulated overdrafts of more than £100 since the start of the academic year.

But this was not due to extravagant life-styles, Mr Phil Woolgar, the union's

recently elected president, said. Undergraduate income and expenditure, a survey carried out by the NUS, was carried out by the Survey Research Unit at the Polytechnic of North London, 461 Holloway Road, London N7 6LJ.

MSC board admit deadlock on college cash plan

The Manpower Services Commission have turned down an appeal from their officials for authority to start implementing the Government's plan to channel further education funds through the commission. They decided last week that they cannot proceed without the agreement of the local authorities unless Mr Tom King, the Employment Secretary, formally directs them to do so.

Mr Wilson Longden, the commissioner representing the education service, said this week that the commission had decided formally that it was impracticable to carry out the Government's instructions to consult with the authorities. "We have tried diligently and we are telling the Government that we have failed. We might now expect a directive from the Secretary of State," he said.

But there was no hint that the commissioners had reached this decision in a letter sent to Mr King by Mr David Young, their chairman, after the commissioners' meeting.

The following day he met the Association of County Councils and appeared to reject their "olive-branch" proposal. The ACC, as reported in last week's TES, want the MSC automatically to pay over to each authority the proportion of FE money that the Government is proposing to deduct from the rate support grant in return for a promise that the authorities would consult the Commission on how it is spent.

Some local authority politicians, who are aware of Mr Young's strategic skills, wonder whether he has simply

deferred accepting the ACC plan in order to make it appear less of a surrender than its critics claim: they argue that once the authorities have got used to the idea of receiving their money through the MSC, it will be easy to move on to implementing the Government's intentions.

ACC officials were insisting this week, however, that their proposals really did preserve the control of college funds in the hands of the authorities, and that this was why they had been rejected.

In his letter to the Employment Secretary, Mr Young said that the way now appeared to be clear for further discussion, though not on the terms set out in the White Paper.

In reporting on the Commission meeting, Mr Young told Mr King that the commissioners had noted proposals "for a possible method of working" and had asked him to get discussions going at national, regional, and local level.

There appears, therefore, to be some divergence in the view of the commissioners' position as reported by Mr Young and the account given by Mr Longden.

Mr Longden, who was appointed by the Education Secretary in the face of considerable hostility from the further education associations, says that after extensive last-minute consultations with leading figures in further education he made their views plain to his fellow commissioners and that they had agreed there was no further action the MSC could take pending further Government instructions.



Putting capability to the test: these three 15-year-olds from the Eden Valley School at Edenbridge, Kent, deliver a lecture on their Education for Capability course to the conference.

Too many pieces in training jigsaw

Concern is mounting among both educators and employers at the growing tangle of Government programmes and initiatives in the school to work field. Last week a Department of Education and Science Inspector joined in the call for the schemes to be sorted out and fitted into an overall system.

Mr Alan Marshall, HMI, who is responsible for overseeing the Technical and Vocational Education Initiative and the new 17-plus Certificate of Prevocational Education, told an Industrial Society conference in London that very large sums of money were being spent by Government departments other than the DES on programmes in schools, with very little evidence of coordination. He said that there was a lot of worry about how the TVEI, the CPVE, AS levels, and the YTS related to each other.

The conference was the last of a

series of four run in major cities for groups of senior teachers, educational administrators, and industrial managers by the society to take stock of the progress of the new initiatives and consider where they are leading.

Mr Sherrill Andrews, the society's education adviser, said: "We called the exercise 'Putting the jigsaw together', and it now seems very clear that most people think that the pieces don't fit. The Government does not seem to have started out with anything like a clear picture of what it is trying to create."

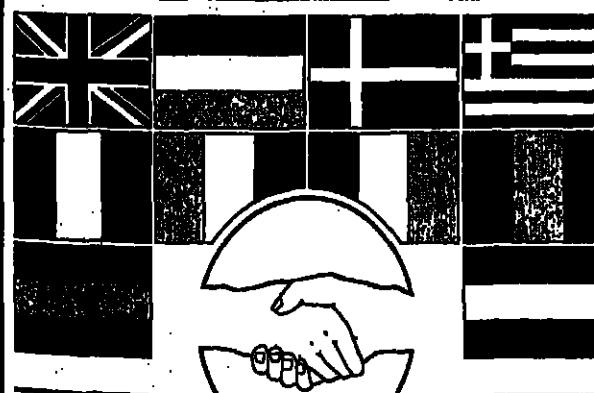
Mr Andrews said that the conference revealed deep uncertainties and confusion about what the TVEI was intended to achieve in concrete terms, and what the YTS would offer to youngsters who had already received a vocational preparation under the TVEI at school.

There was similar mystification as to

how TVEI related to longer established attempts to bring practical learning into the school, such as the Royal Society of Arts Education for Capability programme, fitted into the new initiative, about the relationship between the 17-plus and AS levels, and about progression from the new courses to mainstream vocational education.

There was a strong feeling that the DES should be given a clear responsibility for coordinating the activities of the Government agencies involved so as to ensure, for instance, that the Department of Industry's provision of computers in schools was actually related to the curriculum and the needs of the schools and the way they used such equipment.

Edited by Mark Jackson



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CE MATURE STUDENTS

The case for putting heads together

by Bert Lodge

Most heads would welcome a consultant to turn to for help as part of the local authority advisory team, according to a report published this week.

Mr John Dwyer, head of Whitley Bay High School, produced the report which covers a two-term secondment he spent at Newcastle University school of education to research the preparations made and experienced by successful candidates for secondary headships.

Mr Dwyer visited 50 schools in seven local authorities interviewing the head on each occasion for periods ranging from 45 minutes to two and a half hours. In addition to recommending the appointment of a consultant head, the report also urges local authorities to use the period between appointment and taking up the post for preliminary management training.

Another priority should be to develop "home-grown" talent by providing management training for senior staff in local schools. And authorities should look again at appointment procedures for heads.

Responses showed that 84 per cent would welcome an experienced head as a member of the authority advisory team to advise them. Most specified, however, that the post should not go to a head affected by redundancy or early retirement whose school was closing.

Only four heads were positively against the idea one because in principle he would like to see a reduction in all administrative and advisory staff and another thought heads should be able to cope "without a friend at court".

But 38 heads said they would turn to a colleague head if faced with a management problem.

For nearly three out of four heads, the local authority did nothing between appointment and starting the

job to help prepare them for the new role "and in many cases we are talking about periods of several months".

The report continued: "Many heads clearly felt quite bitter about the negative attitude of their future authorities during this time." They reported no expenses offered for accommodation on pre-visits and no help from advisers. One head wrote, "I organized my own visits to County Hall and to see the heads of neighbouring schools which were closing and amalgamating with mine. Over 700 miles of preparation and not a penny for petrol."

The departing heads were more helpful but even this did not alter the fact that only one quarter of the sample saw this period as useful and helpful.

While 88 per cent thought formal management training desirable, heads were considerably divided on when it should take place. Deputy head level was preferred by 24 while eight favoured the period between appointment and starting the job and a similar number thought after taking up the headship was the right time.

Asked who should do the training, 37 opted for experienced heads followed by inspectors, academic management experts and advisers. Only three suggested management specialists from outside education, although 31 thought schools could learn about management from such sources as industry, the Forces and the Civil Service.

Comments about the procedures of appointment mirror the unsatisfactory state of affairs revealed in the POST report, the three-year Open University project whose findings were published last year. The majority thought the details sent out with the application forms were insufficient and only seven heads thought the whole process had

been fair or reasonable.

"It was the actual interviews which disturbed most heads the most... heartfelt criticism was reserved for the technique (experienced by 13 heads) of handing candidates written questions to which they had to speak for a specified length of time..."

Before appointment, most heads had received no formal management training, while the rest of the sample had attended courses not amounting to much more than one week and usually not more than one course.

Since appointment, 40 heads had been on at least one course which included management training yet only a few claimed it had done them any good. "The vast majority saw such courses as part of a general sensitizing process and only a handful could point to specific techniques acquired from training and put into practice on return from school."

More than two-thirds of the sample had noticed a change in the attitude of central government in the past few years and more than four out of five said the same had happened in local government. "In all cases this change amounted to a reduction in the real power of the head and a greater stress on accountability."

No fewer than 46 of the heads did some regular teaching and, to Mr Dwyer's surprise, the bigger the school the more the head taught. "The heads of the 28 schools below our average size of 950 pupils taught on average 22 per cent of a normal timetable. The heads of 22 schools above the average size taught on average 25 per cent of a normal timetable."

Preparation for a secondary headship by John Dwyer. Available from Whitley Bay High School, Deneholm, Whitley Bay, Tyne and Wear, £1.25.



Fishing is among the course subjects that may attract VAT.

VAT strikes some adult courses

by Diane Spencer

Horticulture courses in adult education are not subject to value added tax, but gardening classes are, the Customs and Excise men have agreed with the local authority associations in recent guidelines.

Publication of the rules was announced in Parliament last week by Mr Barney Hayhoe, junior Treasury minister. The guidelines should end confusion over which adult education courses attract VAT and which are exempt.

Sporting and recreational activities are taxable, although Customs and Excise acknowledge some borderline cases. If the local authority can demonstrate a "formal intention to teach, instruct or train those attending the course, and course schemes show a clear intention of progression in learning, aiming at the achievement of a defined level of competence", these will be exempt.

Examples include such courses as domestic science, arts, crafts, music, DIY and car maintenance. But activities such as beauty culture, wine appreciation, archery, climbing, fishing, yoga and dancing will be charged VAT, if they are run at a profit.

Adult educationists regard these guidelines as the best of a bad job. Both the Association of Metropolitan Authorities and the Association of County Councils have reluctantly accepted them. (The education com-

mittee of the AMA referred them last at its last meeting, but is likely to accept them this month - with regret.) Mr Arthur Stock, director of the National Institute of Adult Continuing Education, said: "It is fundamentally undesirable that people who have nothing to do with education are in a position to decide what is and is not education."

He hoped that the VAT men would interpret the guidelines in a sensible way in keeping with the spirit of the 1944 Education Act.

Controversy over this issue started about four years ago when the Grampian region in Scotland was presented with a Bill for adult education courses. Since then, individual areas have been scrutinized by Customs and Excise, including Oxfordshire which protested loudly and appealed to the ACC for help.

The basic problem lies in the wording of the 1972 Finance Act and the subsequent VAT act which exempt non-profit making education from VAT as long as the courses "are of a kind provided by a school or a university".

Up until 1979, Customs and Excise interpreted this in a liberal way and public sector adult education escaped being charged. It is thought that the private colleges' complaints of unfair competition to the present Government brought about a change of attitude in some VAT men.

Industry urges more language teaching

by Jane Pickard

Industry leaders have called for more language teaching in schools to a higher level.

Sir Terence Bockett, director general of the CBI, has written to Sir Keith Joseph, the Education Secretary this week, urging that foreign language teaching should continue for as long as possible into secondary education.

All young people, he says, should have the chance to learn at least one foreign language while they are at school. He points out that although there were relatively few jobs for which a language qualification was a significant element in recruitment of school-leavers, people found it became a significant factor in promotion later in their careers.

His comments are part of a much longer letter which appears to be the latest manoeuvre in the cold war between industry and education.

It is a follow-up to the big NEDO debate in March on relations between the two. And it picks up points made at the time and earlier by Sir Keith.

It expresses strong resistance to suggestions that another body - other than the CBI - should be set up to spell out to schools the needs of industry. The CBI clearly feels miffed at the suggestion that its years of work on education are not good enough. Sir Terence says that the CBI is aware that education thinks industry's message to schools is "scrambled".

But the CBI, he says, is "profoundly sceptical" about the value of a new body. "If the problem is a scrambled message, it does not follow that adding

an additional voice would necessarily improve the situation," says the letter.

Sir Terence sets forth the CBI's established policy on cooperation between schools, industry and local authorities at a grassroots level.

The CBI wanted to continue this policy with:

- more links between teachers and people recruiting and training in industry.
- a chance for teachers to spend time in industry to form their own first-hand impressions.
- contacts between chief education officers for heads of schools and people in industry.

He says the solution to improving understanding should be at local level - not with the creation of new bodies.

Question raised over new colleges

by Mick Durham

Manchester is to hold a public consultation exercise over the future of its sixth form colleges, created only three years ago but now facing a decline in pupil numbers.

One proposal is to combine the three colleges with colleges of further education to create a tertiary system. But the plan is expected to meet initial resistance from teachers' and lecturers' associations.

The Manchester colleges - Margaret Ashton, Sheena Simon and Arden Colleges - were created from high schools in 1981. Only three Manchester comprehensives still have sixth forms of their own.

But since their establishment, the colleges have been in competition with FE colleges for a decreasing number of students aged 16 to 18.

Mr David Davies, Manchester's de-

puty education officer, said: "This goes back to the very beginning of the reorganization, when a discussion on whether or not to establish tertiary colleges was mooted, and deferred."

"After three years the education committee has been asked to make a statement of intent."

One problem is that the two types of college are run and staffed at different types of institution. "It becomes very difficult to integrate and coordinate sixth form and FE colleges," Mr Davies said.

The distinction between teachers and lecturers could lead to difficulties in amalgamating the two unless the staff associations can agree terms.

The consultation exercise is to begin this autumn and a decision may be made next spring.

Cleaning likely to go private

School cleaning and school meals services are now more likely to be turned over to the private sector than other local services such as refuse collection, according to a survey of local authorities.

But the drive towards privatization appears to have slowed down, according to the survey of local council's privatization by Sandra Hardingham in the magazine, *Local Government Chronicle*.

Nineteen local education authorities answered the survey. Four - Dudley, Solihull, Cambridgeshire, and Kent - have had private school cleaning at least since April 1983.

But another four i.e.s - Richmond upon Thames, Norfolk, Oxfordshire and Suffolk - had considered the rejected idea. After introducing a pilot project involving seven schools, Solihull had rejected privatization for a further 10 schools.

Bromley had handed over the maintenance of its school playing fields to private contractors in the course of the year. A further five i.e.s were considering privatizing some part of



The drive towards privatization may still affect school meals.

their education service when the survey was made.

The survey did not give details of authorities which had private services before the beginning of the financial year 1983-84.

The authority claiming the biggest savings on school contract cleaning is Kent, at £1,389,760 over the year. The i.e.s. gave contracts to five different companies worth a combined total of £2,641,908.

Cambridgeshire claimed a saving of £732,000 and Dudley, which has since

changed political control from Conservative to Labour, claimed to save £600,000.

But according to the magazine the number of councils considering or embarking on privatization has nearly halved compared with the previous year.

"The impression is that the drive towards privatization has both diminished and altered direction. Moves to privatize are now focused on school cleaning, pest control and, in a few cases, school meals."

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Mr John Tomlinson

Tomlinson for Warwick

Mr John Tomlinson, director of education for Cheshire, has been appointed professor of education and director of the Institute of Education at Warwick University, from January 1985.

Professor John Eggleston, professor of education at Keele University, is also moving to a chair at Warwick, to become head of the Department of Education.

Mr Tomlinson, who is 52, is a former chairman of the Schools Council and of the Further Education Unit, and for the past three years has been an honorary professor at Keele. During the past 13 years, as Cheshire C.E.O., he has become a national figure, an administrator whose experience, knowledge and sympathies extend to all aspects of the school and FE curriculum.

"When I came to Cheshire I had 26 years to go. I've now reached half way. I would like to do one more thing before I retire. I'm greatly looking forward to getting to grips with the challenge of initial teacher training and in-service training, which will give me a chance to continue to work with teachers and with schools, but in a different way."

A system that's already solving man-sized information processing problems in Education? Here it is in outline...

NEWS

NOTICEBOARD

PEOPLE...

SCHOOL APPOINTMENTS

Mrs Anita Higham, head of Sheldon School, Chippingham, to be principal of Barbury School, Oxfordshire, in succession to Mr John Sayer, who is to take up a post as visiting fellow at the University of London Institute of Education.

Sister Brenda Shelly to be principal of Marymount International School in Kingston upon Thames in succession to Sister Anne Marie Hill who becomes principal of the Marymount International School in Rome.

Mrs Nithalakany Moodley, support teacher at ILEA's teacher centre for special education at Webber Road, SE1, to be head of the Royal Free Hospital School, Hampstead.

Mrs Eleanor Fox to be head of Bramber nursery school, south London. She was formerly acting head.

Ms Kate Luffingham, acting head of Kings Acre primary school, Clapham, south London, to be head of Haseelrigge primary school, also in Clapham.

UNIVERSITY APPOINTMENTS
Sir Andrew Huxley, president of the Royal Society since 1980, to be Master of Trinity

College, Cambridge in succession to Sir Alan Hodgkin.

ADMINISTRATIVE APPOINTMENTS
Sir Harry Hookway, chief executive of the British Library, to be president of the Library Association for 1985.

Mr Stephen Sharp to be deputy chief education officer in Buckingham on the retirement of Mr David Davison in October. Dr Derek Bourgeois, music lecturer at Bristol University, to be director of the National Youth Orchestra from September. Mrs Sheila Tanner, school meals officer for Walsal, to be chairman of the National Association of School Meals Organisers.

CONFERENCES...

September 3-7
The Concerned Technology in Education International Conference at Meadowbank Stadium, Edinburgh. Details from John Morris, Co-ordinator, Concerned Technology Conference, Room 53, James Craig Walk, Edinburgh.

September 5-7
Centre for Information on Language Teaching and Research conference for teachers and other professionals in the field of foreign languages in adult education on "Resources, Training and Professional Contacts for Teachers" at Florence Boot Hall of Residence, University of Nottingham.

Residential fee £54. Details from Eric Brown, CILT, 20 Carlton House Terrace, London SW1Y 5AP.

September 14-16
British Comparative and International Education Society conference at Chester College, Chester on Technical Change and Cultural Adaptation. Details from Leon Boucher, Chester College of Higher Education, Chester.

September 21-23
National Autistic Society conference at the University of Bath on Autism - its nature, implications and consequences. Details from Mrs P. Everard, Brick Well House, Whitwell, Ventnor, Isle of Wight, PO38 2QX.

Heritage Education Trust
Seven regional conferences are being planned for the autumn. Details from Martin Dyer, Acting Director, HET, St Mary's College, Strawberry Hill, London TW1 4SX.

EVENTS...

Until July 14
The Young Creators: One Year On - a Design Council exhibition which follows the careers of some of the students who took part in the 1983 exhibition at 28 Haymarket, London SW1. Projects include graphics, ceramics, fashion, hi-fi, medical equipment and

automotive design. The exhibition will be at the Scottish Design Centre from July 31 to September 1.

July 15-28
A programme of talks, workshops, demonstrations and visits on the history of eating and drinking organized by the Museum of London. Includes Roman cookery demonstration, Medieval diets - some archaeological evidence, cooking in Tudor and Stuart London, etc. Full details from the Museum of London public relations office, 01-600 3699, London Wall, EC2Y 5HN.

September 10-14
Annual meeting of the British Association for the Advancement of Science at the University of East Anglia, Norwich. The programme for the 17 scientific sections of the association will include lectures, symposia and other discussions. Registration forms are available from BAAS, 23 Savile Row, London W1. Accommodation cannot be guaranteed after July 15.

COMPETITIONS...

The deadline for the Kingsway Data Systems Education Competition has been put back to October 31 for schools and November 30 for colleges, polytechnics and universities.

The competition takes the form of a 500-700 word essay for primary and secondary schools. Colleges and universities should submit a written program structure for the ideal software product in five different categories. Ten Philips P2000 desktop computers will be awarded. Details from Kingsway Data Systems Ltd, Kingsway House, 30 Giltspur Street, Chertsey, Surrey KT16 9BQ.

Registration forms for the National Schools Woodworking Competition are available from 10 Doughty Street, London WC1. There are categories for third, fourth, fifth and sixth formers and for group and individual entries. Prizes include paper tools and woodworking machines and winning entries will be displayed at the Practical Woodworking Exhibition at Wandsworth January 1985. Closing date for registration November 21. Entries may only be made through a school.

INFORMATION WANTED...

An educational therapist in Nottingham specializing in the re-education of head-injury patients in a hospital and rehabilitation centre would like to hear from others working in this field with a view to organising a study day and interest groups for those concerned with head injuries. Please write to Mrs Cynthia Stevens, 1 Pentreote Drive, Mapperley Park, Nottingham NG3 5BG.

The Council for Educational Technology, the British Library and ILEA are undertaking a research project into the skills needed by pupils to make effective use of new technologies as information sources across the curriculum. The project is looking at the skills currently taught in 'Study Skills' courses and library training programmes with a view to suggesting what needs exist and how to meet them. Schools and teachers centres interested in taking part are invited to contact Jenny Morero, Project Manager, CET, 3 Devonshire Street, London W1.

RECENT PUBLICATIONS...

Children with Special Education Needs
A series of 12 fact sheets published by the National Elfrida Rathbone Society informing parents about their rights and responsibilities. Each leaflet is a simple two-page description of a particular aspect of the special education system. They are available from the society price 50p per set of 12, including postage: 11 Whitworth Street, Manchester.

Women's Studies Newsletter
The Workers' Educational Association has relaunches its publication for women students and teachers to cover a broader area than WEA studies. The current issue includes articles about TUC women's courses, a short story and poetry. It costs £1.60 a year for two issues.

The Eye
The Iris Fund for the Prevention of Blindness has produced an illustrated fact sheet for children on the importance of eye care. It is available free of charge from the Iris Fund, York House, 193 Westminster Bridge Road, London SE1 7UT. Please enclose a stamped addressed envelope approximately 6" x 9".

SCHOOL HISTORIES...

A Village School 1850-1970 - an illustrated history of the school at Boughton Monchelsea, four miles south of Maidstone by a former headmaster. It uses extracts from school records and descriptions by former pupils of the day to tell the story. Together with a companion volume of logbook extracts, Boughton Monchelsea School, it should prove valuable to students of the history of education. Both books, priced respectively at £3.95 and £1.30 including postage, are available from the author, Denis Tye, at 21 Brooker Street, Hove, East Sussex BN3 3YX.

A Century at Caterham by Ernest de C. Blomfield, commemorates the 100 years since Caterham School moved to the town from Lewisham. It costs £5 and is available from the school, Harstone Valley Road, Caterham, Surrey CR3 6YA.

Outdoor Work - an account of the tradition of outdoor work at Bedales school by Alexander Masters and David Wetherill. The students of the school, who are involved in the practical involvement of students in running the school estate from working on a 100-acre farm in the 1930s to the most recent project of reconstructing an 18th century barn, it is illustrated with photographs from the Bedales archives and published in aid of the Solihull School Project by Strand Press, 3 Durdon Road, Petersfield, Hants GU24 4BW from whom copies may be obtained price £1.95 plus 30p postage.

OVERSEAS

Giving the lie to that rough cities image

UNITED STATES

Peter David on an optimistic view of urban high schools.

For at least a decade most Americans have been convinced that their public-funded inner city high schools are rough, hostile and out of control. But that may no longer be true.

In a newly published report detailing an extensive two-year study of some of the nation's most problem-ridden cities, the Ford Foundation says many schools have managed, against the odds, to restore stability, foster a sense of community and improve academic standards.

The Foundation's optimism is based on a two-year programme of visits to 300 high schools in 56 cities by a team of special investigators. What they discovered, according to Mr Franklin Thomas, Ford's president, were schools that were "orderly and purposeful, operating in an environment in which teaching and learning can take place".

These findings are particularly remarkable given the Foundation's decision to look only at open-entry urban comprehensive schools where at least 30 per cent of the students were enrolled from low income families. The visits included America's biggest cities, such as New York and Los Angeles, where the public education system has been under chronic strain.

Yet the Foundation's investigators concluded in most cases that many of the racial tensions, financial crises and social upheavals that had plagued the schools several years ago had disappeared. "Today the schools are stable, orderly, harmonious, purposeful educational institutions," the report says. "Their stability allows far

more attention to the primary mission of schools - teaching and learning".

What has caused the unexpected turnaround? The Foundation identifies several factors, including a growing acceptance within the schools, as their enrolments have become increasingly diverse ethnically and economically, that their task is to serve all students equitably. Students from poor backgrounds, the study concluded, were "more motivated, more purposeful and more capable of self-discipline" than similar students in past years.

The investigators found that most institutions had made huge strides towards better management. They generally enjoyed vigorous leadership by principals, teachers' councils and other staff, and often had strong parental and community support.

Yet problems remain. The Foundation says a large number of schools had rundown physical facilities that were, in some cases, safety and health hazards. Recent cuts in federal programmes directed at the disadvantaged and handicapped had begun to erode some of the education advances of minority groups. And the current emphasis on minimum basic skills was starting to narrow the scope of education for some students.

The Foundation cautions that its generally encouraging conclusions ought not to be read as a systematic survey of inner city schools. Since the schools visited were drawn from a group that had qualified to receive more than two million dollars in "recognition awards" paid out by the Foundation, they were likely to be a cut above the average.

But the report nevertheless paints a starkly different picture of American schools from the one contained in last year's Government-sponsored "nation at risk" report, which complained of a "rising tide of mediocrity".

Religion regains a little lost ground

Americans who want to bring religion back into publicly-funded schools won a significant victory last week when the Republican-controlled Senate passed a measure that would enable pupils to hold religious meetings at school premises before or after hours.

The new measure, firmly backed by President Reagan, is the first turnaround in a series of defeats this year for advocates of school prayer, which was banned by the Supreme Court in 1962 as a violation of the constitutional amendment separating Church and State, writes Peter David.

In March the Senate rejected a proposed constitutional amendment

that would have permitted "voluntary" school prayers, and Congress has shown little enthusiasm for proposals to allow a "moment of silence" at the start of the school day.

The new measure, however, was approved by the Senate after it heard arguments that the Supreme Court ruling had resulted in many schools barring religious groups from school facilities while allowing secular groups to use them. Senator Dale Bumpers of Arkansas said the amendment would guarantee the exercise of religious freedom called for in the constitution.

Although the measure was approved overwhelmingly, by 88 votes to 11, it was bitterly criticized by a number of senators. Senator Howard Metzenbaum of Ohio complained that it was an effort to break down the barrier between the Church and State, and would encourage fringe religions to seek converts among impressionable teenagers.

Since the new measure is not a constitutional amendment, it is certain to face court challenges by groups dedicated to the First Amendment principle of separation between Church and State. But the measure is delicately crafted to emphasize that school authorities are not allowed to sponsor the religious meetings.

For one thing, the meetings can be held only out of school hours, and only at the instigation of pupils themselves. And teachers would not be allowed to participate except as observers. A similar measure is expected to be approved soon by the House of Representatives.



Orderly and purposeful: outside the gate of George Washington High School, New York City

Barriers to come down

SPAIN

The present cumbersome system by which Spain's 250,000 state teachers are divided into 26 specialist groups is to be streamlined into two categories.

The traditional division of teachers into rigidly structured corps according to their subject and status has caused many problems in the past. Corporate pressures and jealousy guarded rights complicate negotiations with the state employers on matters such as salary scales and curriculum changes.

A similar reduction of university teaching categories was carried out earlier this year and sweeping changes at school level were anticipated.

At present *catedráticos*, or department heads, form one body, and their assistant teachers another, and both are represented by different associations. The current 26 categories cover the full range of teaching specialties, with PE teachers, metal work specialists and school inspectors all constituting separate compartments.

Under the new regulations the first group will consist exclusively of graduate teachers, irrespective of their actual posts. Pay differentials will be respected, but for administrative purposes they will all be lumped together. Not only academic teachers but music conservatory staff, applied arts and technical specialists will come under this heading. The second category will be non-graduate teachers.

The first category to be abolished will be the school inspectors corps. The current 1,000 inspectors were appointed through examination but have no direct classroom experience. From now on inspectors will be recruited from the ranks of experienced teachers and this commission will be held for a maximum period of six years.

James Connell

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Four years of European experience in trying to help young people make a smooth transition from school to adult life have provided key lessons for educators and trainers.

Among the most crucial is that there must be close cooperation between schools, colleges, employers, unions and counsellors. Also important is the desperate need among the young for adequate information and counselling.

Other vital lessons are that disadvantaged groups such as women and ethnic minorities need special help and that teachers and tutors need help and training to make the necessary changes to their attitudes and approaches.

Many of these things are now accepted as theory (although are far from common in practice) among those working with teenagers. But in 1976 when the European Community decided to launch a series of experimental projects to tackle problems in this area, far less was known about this. And during the four years from 1978 of the so-called Transition Programme, conditions for school leavers worsened dramatically.

Although the programme's initial thrust was to help the drop-outs and disadvantaged, it is now recognized that a far broader range of young people need help in getting established.

From the 30 highly-varied projects

The path to adulthood

Hilary Wilce on the lessons of a four-year European programme which tackled the problems of school leavers

In the programme, clear pointers have emerged. They concern the need to involve young people in their own learning programme, to offer flexible and varied opportunities, to get them out of the school environment, and to find new ways of assessing progress. The need for wide-ranging counselling, for staff development, and for community involvement have also been highlighted.

Now the European Community Action Programme - responsible for the Transition Programme - has produced a 50-page checklist of crucial policies. The document also contains a brief outline of the second stage of the programme, due to run from 1983 to 1986. This also involves 30 projects, stretching from Glasgow and Copenhagen in the north, to Salonika and Calabria in the south.

Six main areas of concern are identified. Under education and training, the message is that learning should be

taken out of schools, particularly for those who have rejected education, and that personal development can only be successfully brought about by action, and active learning.

Work in Clydebank, Scotland, showed how much the young felt they gained from work experience schemes where they were treated like adults, and allowed to be part of the adult environment.

The importance of counselling and guidance are emphasized, particularly in situations where opportunities are limited. Counselling should be a constant thread of school life, while vocational information needs to be easily accessible to young people, teachers and parents. Local openings are what most people want, and the resources of the community should be tapped to provide a comprehensive service.

Again, the Clydebank project yielded lessons. Ninety per cent of students identified their "transition

tutor" as the person they knew best in school, and many used this tutor for information, rather than the formal guidance system.

In the tricky area of assessment, the programme's lessons are that it must be an integral part of learning, that it must be appropriate (work developing independence and motivation should not be marked "good" or "bad"), in harmony with the programme's content, and involve the young directly.

Student profiles, validated by a school leaving certificate, were widely developed by projects in the United Kingdom, although problems remain to be tackled. They include finding suitable ways of describing complex skills, developing ways of measuring these skills, and getting employers to accept profiles as a reasonable means of assessment.

The problems of staff development can often be laid at the door of administrators and heads, the prog-

ramme found, rather than attributed to staff resistance. But proper staff development policies are vital, and need to be tackled in a coherent way, possibly through regional networking.

Involving the community, also seen as vital, can be done in a wide range of ways, the programme discovered, including work experience placements, outreach activities, and consultation.

The checklist also includes 10 suggestions for moving towards a more coordinated approach to helping young people.

Mr John Banks, a member of the commission's coordinating team for the Community's second transition programme, said he thought that the United Kingdom could learn a lot from other countries about the possible cooperation between schools, social services and careers services at the local level. "When I look at the way the English projects present themselves in the second stage, I notice the schools are far more enclosed and campus bound than they are, say, in Denmark. I think there is a lot that could be learned about the breadth of cooperation that is possible."

Policies for Transition available from Programme Information Office, IFA-PLAN, Square Ambiorix 32, 1040 Brussels, Belgium.

Degree dilemma

Sir - While it may be in the interests of the present Government to suggest it, it is both simplistic and misleading to argue that "a clear hierarchy of degree subjects and institutions" emerges from the newly published D of E/DES booklet *Graduates and Jobs*. Indeed it would be a condemnation of our higher education system to accept that the "best" subjects to study are those with the best employment records immediately after graduation.

In presenting graduate employability as a league table the report may support the Government view that sixth-formers should be encouraged to opt for technological courses but does little to help them through the myths and rumours surrounding degree choice and job prospects.

Furthermore, by under-valuing the fact that over 20 per cent of graduates undertake further study or training at the end of their course the guide distorts the picture of graduate destinations. Thus Law appears high in the university employability table but the single most significant fact about Law graduates is not their immediate employment record but the fact that over 70 per cent continue to further training. Can it therefore really be helpful to suggest to sixth-formers that they should pay particular attention to immediate job prospects after graduation?

Those of us involved in advising sixth-formers and graduates welcome Government support for the view that potential students should give serious thought to career prospects before choosing their degree subjects. We know that the vast majority already do and we trust they will not be misled by this report's simplistic approach based on only one year's data.

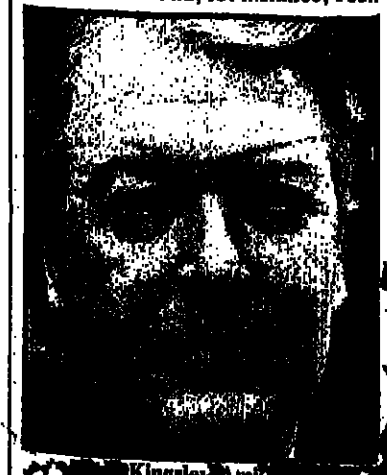
KEITH DUGDALE
Chairman
Schools Liaison Committee of the Association of Graduate Careers Advisory Services
Sunderland Polytechnic

Castigated poets

Sir - We all know about Kingsley Amis's mildly funny (if irritatingly shallow) views on politics, wine, women and poetry and I suppose it could be interesting if he were pressed to supply rational justification for the Rhodes Boyson kind of aggressive assertions to which he is addicted. I cannot, however, feel that there is any point in wasting space on such a limply scyphantic interview as that by Hugh David (TES, June 22).

Could you not have sent an interviewer who could do more than faithfully echo the "master"? - After 20 years in which poetry has been synonymous (sic) with bearded, sandalled lefties and 'recitals' in draughty public halls... This could suffice as part of a ventriloquist comic turn, but it has nothing to do with the truth.

Some purpose might have been served if Amis had, for instance, been



Kingsley Amis

Finishing schools

Sir - With reference to Christopher Price's article of June 10 on the antics of Sloane Rangers' parents in Godalming and Solihull at sixth-form level, I find his reference to sixth-form colleges as "a free and prestigious preparatory stage for higher education" both misleading and ill-informed to would-be students and parents alike.

Should these pupils, as one would imagine, be waiting to go on to higher education, their rich and varied previous education would not be of so much value, competitively speaking.

As a sixth-form tutor, experience has shown me that invariably univers-

The hospitals that can never be quite like home

Sir - As a psychologist working with a wide range of people with mental handicaps, I must take exception to Mary Warnock's confused and patronizing article (TES, June 22). To talk about people with a mental handicap as "mental patients" is indefensible. To lump together select boarding schools for the wealthy middle classes with subnormality hospitals is merely ridiculous.

For some people, life in an institution, be it the Army, a boarding school or even a hospital, may be better than the life they had before. But that is only because the home life they experienced was in some important respects lacking. Few, if any, institutions can ever be better than a good supportive home in their capacity to "recognize you as you are, accept you however awful and welcome you back".

The placement of the handicapped child returned home from boarding school broke down not because school was better than home, but because the family were not offered an adequate level of support. And where was the

child's view in all this? Even if the mother was uncertain, did anyone ask the child whether she wanted to come home?

To suggest, as Mary Warnock does, that "care in the community" means throwing people out of protected institutions into communities totally unprepared for their return, is unfair to all those who are working to make community care a real option for everyone now in an institution.

Certainly, it is neither an easy nor a cheap alternative, as it means careful planning, extensive education and the provision of elaborate support services.

However, it must be better or thousands of so-called "normal" people would be clamouring to live on vast wards with no money for their own, no freedom to decide how they spend their time and no control over their futures.

STEPHANIE LORENZ
26 Worsley Road
Manchester

"The pleasures, deep and subtle, of the closed community are all connected with the sense of being accepted and known... What is the community in which we are told, it is so much better that they should live? The word suggests that outside the institution there is another institution, larger but equally cosy... But in the nature of the case this cannot be so."

Might I suggest that those working in special education frame these thoughts and display them prominently.



Pleasures of the closed community.

ently. They could then be shown to the growing number of inspectors, advisers and education officers who have misread the Warnock Report and seem to be hell bent on pursuing a policy of "integration" regardless of the costs to the children involved.

ED RUNHAM
Deputy Head Teacher
Northway School
Barnet
Herts

Specialist training

Sir - I am appalled at the rationale given for phasing out specialist training. "Training to change for special school staff" (TES, June 15).

If special schools are supposedly seen as being the accommodators of profoundly handicapped pupils, isn't this reason enough to continue specialist training for teachers? I am all in favour of integration of handicapped students into ordinary schools, but without specialist teachers, can these children be given the education that they need?

Sir Clifford Butler implies that all trainees undergoing teacher training would cope adequately with handicapped students in their classrooms. My own experience is that working with handicapped students does not appeal to all teachers. Similarly, teachers who until now have chosen to work in this specialty, may not relish the thought of teaching "normal" children.

A lesson ought to have been learned from social workers moving from their specialized fields into working generically - and then discovering after the event, how disastrous this was for many "handicapped" families - to say nothing of the confusion and conflict caused within the social services sector.

Despite the advances made in ante and post natal care, 2 per cent of children will need special educational provision until they reach 19, and 20 per cent of all children will require some special educational teaching during their time in school.

One can hope that for the 20 handicapped children that are born each day, the proposed changes will be in their best interests.

PAT BRUDENELL
Hatch End College of Further Education
Harrow
Middlesex

Why the young feel the system is not for them

IRISH REPUBLIC
John Walshe on the results of a survey on youth attitudes

The Irish educational system has been given a "failure" rating by the very people it is designed to assist - the young.

This is the clear message from a poll conducted by a professional market research bureau for the Government-appointed National Youth Policy Committee.

The survey of young people's attitudes and behaviour showed that the majority believe the system fails in areas which they regard as particularly important.

It is seen to be significantly deficient on explaining what working life is like,

on helping young people to understand life, and in helping them to get a job.

To a lesser extent the system is also not seen to measure up in helping people to communicate and in helping to broaden outlooks.

The provision of sex education and help in learning to use free and leisure time were also rated important. But the system is seen to be poor in both respects.

The educational system measured up to expectations in passing on religious values, but this particular function is not rated as highly by the young.

They said worries about exams were a greater cause of concern than getting a job. Difficulties with teachers were not a great worry, neither were relations with the opposite sex, or lack of pocket money.

Eighty-two per cent felt they should be involved in making decisions about their school or college, with support for this view in all age groups.

Young people are far more enthusiastic about training and work experience courses, than about school.

The young look mainly to their parents for attention and understanding among adults. Two-thirds see teachers and doctors showing an interest in and understanding young people.

Trade union officials, public officials and politicians emerge at the end of the scale, with a large majority considering the latter as neither understanding nor showing an interest in young people.

A majority of the young identify drugs as the main danger to health, with smaller minorities associating smoking and drinking as dangerous.

At least with the lottery you've a chance

WEST GERMANY
Paul Bendelow assesses the latest job figures

"It's like the lottery, you keep trying without much hope," says Annette, one of the country's estimated 50,000 unemployed teachers, on his prospects of ever putting her seven years' teacher training into practice.

"But with the lottery, the odds are better," she added.

With predictions of 150,000 teachers out of work by 1988 the comparison hardly seems exaggerated. In North Rhine-Westphalia alone, over three-quarters of the 7,000 teachers now completing their training will fail to find jobs.

"I get so angry at the shameful short-sightedness of education cuts," says Annette, who belongs to a group of jobless teachers in Cologne, meeting regularly to share their frustration and publicize their dilemma. "We have to keep up the hope of achieving something," says fellow-member Karl.

"If we didn't do anything, we'd be supporting official passivity."

Similar groups throughout the country are engaged in self-help projects, while maintaining pressure on education authorities to revise teacher employment policies. But with staff size pegged to pupil numbers, rapidly falling rolls mean teacher unemployment is likely to continue to rise well into the next decade.

The ideal of jobs for all trained



Teachers demonstrate for shorter hours and jobs for all.

teachers is now accepted as Utopian, even by the country's largest teachers' union, the GEW. Its chairman, Herr Dieter Wunder, described the demand as, "all very well in theory, but in practice meaningless".

Attention has now shifted to proposals for securing existing posts, while employing more teachers by spreading the work load. One proposal, dubbed "the solidarity model", involves teachers voluntarily relinquishing one or two periods a week, with a corresponding cut in salary, to enable young teachers to be taken on at least on a part-time basis. This approach was introduced in Bremen last year, providing work for an extra 57 teachers.

In Munich, the same principle has been used, allowing over 500 newly qualified teachers to gain at least a foothold in the profession. The Bonn education ministry, though not directly responsible for teacher employment, is encouraging regional authorities to consider the scheme's introduction on a compulsory basis, believing that an extra 20,000 jobs could result.

The GEW, however, points out that this is at best a short-term solution, which, once implemented, could not be repeated. It also fears that after an initial improvement, part-time contracts would not be renewed, and the scheme would be used to chop the thousands of jobs, marked down as superfluous by teacher-pupil ratio calculations.

Teachers, according to the GEW, should not be made responsible for solving the problem of teacher unemployment.

Teachers' union, which has been struggling for years to secure a

employment in isolation. The union is prepared, however, to consider shorter working hours, and a possible wage-freeze, as part of an across-the-board settlement negotiated for the whole public sector.

Meanwhile, a welter of piecemeal initiatives are under way throughout the country. In Schleswig-Holstein, for instance, the regional government has contributed 500,000 DM (£128,000) to a charitable fund set up by educationists in a bid to provide employment for teachers and make up gaps in teaching staffs. Similar projects have been launched by individual PTAs in other regions.

In addition, the Bonn government is supporting moves to broaden teacher training syllabuses and provide post-graduate courses, to improve chances of finding work outside the profession. The Association of Grammar School Teachers recently published a booklet of tips on access to other employment, and employment offices are organizing seminars along the same lines.

While acknowledging the need for such efforts, few believe they represent solutions for the majority of unemployed teachers. For many, the only way to secure a job is to accept a

help groups, working in areas inadequately covered by mainstream education such as community relations or the performing arts, offer the only possibility of gaining teaching experience while waiting for the chance to step into a retired teacher's shoes. Since 60 per cent of all employed teachers are under 45, the wait for most will be a long one.

Teachers' union, which has been struggling for years to secure a

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JULIAN WHYBRA
Schoolmaster Fellow
Glinton College
Cambridge

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How the fight for the 16-plus began – 20 years ago

Sir – In their reports of the proposed single examination at 16-plus the media seem agreed that moves for this change were initiated 15 years ago by the National Union of Teachers. Without wishing to take credit away from the NUT I must draw attention to the seminal role of the Socialist Educational Association, of which I was for many years the national chairman.

When the Beloe Report, proposing the creation of CSE, was published in 1961, and several years before it became operative, the SEA analysed the effects which the introduction of a second tier examination would have in much the same terms as are now being used to justify ending it.

The practical consequence, we said, would simply be to defer 11-plus selection to 14 and to steer pupils into three groupings in accordance with whether they would prepare for GCE O level, for CSE, or be regarded as unexamined. The three groups would be kept distinct by means of examination engineering: the size of each grouping would be pre-determined and placing would depend on a candidate's relative performance in comparison with other entrants.

In the following years the SEA campaigned consistently along these

lines. In a pamphlet entitled "Examining at 16-plus – a threat to comprehensive education", issued in 1966, for example, we repeated the call for a single assessment at 16 based on absolute standards and the abolition of an examination system in which, to quote the pamphlet, "the description of achievement attached to each candidate is not so much a statement of his own level or attainment as a record of the place he secured in a competitive race with the remainder of his particular age group."

I recall holding official discussions on this subject with Anthony Crosland, then Secretary of State, in 1965. Whilst inclined to accept its seriousness and our analysis of it, he asked us not to press him for action at that time. He was already engaged in two major battles – over comprehensive and public schools – and it would embarrass him to open up a third front at the same time.

This was still four years before the NUT, with its greater power and resources, adopted the cause in 1969. NORMAN MORRIS Vice President Socialist Educational Association 380 Wilmslow Road Manchester



An understanding of the glass industry can be an asset in the classroom.

Art and industry

Sir – I read the article "Sir Keith's stand on degrees rejected" (TES, June 22) with particular interest, since I have the National Diploma in Design (Industrial Glass). I agree that the one aspect of glass technology, shown in your photograph, let alone primary, on the grounds of safety, costs of running a furnace full-time and manipulative skills involved.

However, this is only one of the techniques studied, and in my 20 years of teaching, I have adapted many to the classroom situation in conjunction with ceramics and found the children to be stimulated and inventive in this medium.

Glass technology by its nature is biased towards industry and mass-production rather than to studio work. There are some advantages in this. For example, I have found that under-

standing the requirements of mass-production design in this medium has proved helpful in teaching the appreciation of Industrial Design in ceramics and plastics.

Any experience of industry in setting up TVEI courses is valuable. Also, any Art discipline which is based on Design rather than on dramatic self-expression has a natural affinity to CDT and the growing trend in this direction, breaking down the conventional subject boundaries, is to be welcomed.

When Sir Keith visited Naseby, my former school, we discussed the industrial application of Art, for which he showed some enthusiasm. It seems strange that he should want to remove a discipline from the spectrum of Art education that is so relevant to one of his objectives.

CHRISTINA SIVITER
Barley Green Mixed
Adams Hill
Birmingham

Behavioural views

Sir – It is not my normal practice to reply to reviews, since it seems churlish to object to criticism when I have never felt moved to contradict reviewers who praise my work. I hope you will allow me, on this occasion however, to comment on Jessica Saraga's review of *Psychological Aspects of Learning and Teaching* (TES, June 8) of which I am joint editor and also author of the "behaviourist" chapter to which she objects.

Firstly may I express surprise at a review in a weekly periodical of a book published 18 months ago and which only bothers to consider the first chapter (mine). Secondly, I do have "faith" in behavioural methods, but I did not write anything like the following in elegant phrases loosely attributed to me: "because behavioural techniques work, teachers who say they don't can't be using them properly, because if they were using them properly they would work."

I certainly hold the view that behavioural methods of classroom management are extremely effective, as the vast literature on this topic shows, in addition to our own research in this area. I also made the point, in my chapter, that a common reaction of some teachers on first hearing about behavioural methods is to say "But that's what I do already."

I then go on to make the point that "it is unlikely that many teachers are employing behavioural techniques effectively, however, otherwise there would be fewer harassed teachers!" In fact, the research evidence suggests that most teachers do not "naturally" for example, make consistent use of praise for appropriate social behaviour but do frequently reprimand children for inappropriate classroom behaviour.

Readers will doubtless appreciate that these points are rather different from the bastardized syllogism attributed to me and that, consequently, they do not "undermine" my argument in the least. (Moreover, her misrepresentation of my argument is, in fact, also internally inconsistent and so there is no failure in logic apart from her own final conclusion.)

It is always sad when "the other side" refuses to mouth the illogicalities you have constructed for them and when irritating facts get in the way of healthy prejudice, but there it is. That's why we emphasize the contributions of experimental psychology to classroom teaching in our book and why we advocate to use Mary Warnock's admirable description (same issue), "the science of educational psychology."

KEVIN WHELDALL
Director
Centre for Child Study
University of Birmingham

Sold short

Sir – Headmaster Bernard Barker (TES, June 15) objects to sneering articles about teachers in the popular press. I am a double glazing salesman and I object to sneering references to my occupation in the TES.

Clearly Mr Barker imagines he has discovered a group of people more risible than teachers and is attempting to capitalize. I just hope that the careers teacher at Mr Barker's school is better informed about the realities of the sales world.

Very few double glazing salesmen enjoy company cars or BUPA. Sales managers of the larger companies may

achieve this, but most of us use our own cars, are paid on commission only, do not get paid holidays, receive no pension, and can be sacked or made redundant at a moment's notice.

Mr Barker reserves his unkindest cut for "the half-educated neighbour with a company Sierra". If he is half-educated, whose fault is that? A case of: "God made man as he is, and damned him for being thus" wouldn't you say?

Not all your readers will recognize this quotation but most Sierra owners will know that it is Shelley.

JAMES MOORE
80 Ashbourne Road
Mitcham
Surrey

Brent inquiry

Sir – Mr Ron Anderson, in replying to a remark I made to Nick Wood, shows his customary inability to distinguish between fact and fantasy (TES, June 22).

1. At no time have I suggested that Mr Ambrose Neil was involved in the deal that was made, as I made clear to Mr Wood. She, I understand, wanted to pursue a different line of action which the council's then hard-Left leaders were ultimately persuaded it would be unwise to follow. She left to join the Tory group.

2. The Brent National Union of Teachers did not instruct any, much less all, heads not to cooperate in the inquiry; it has no such powers to do so, as Mr Anderson knows well. The

teachers' panel of the Brent Joint Consultative Committee with the Authority, representing all teachers' and headteachers' organizations, decided voluntarily to advise their members not to cooperate, as Mr Anderson is well aware.

This attitude has been taken because the teachers know that what was proposed was not a genuine inquiry at all. If it had been, then a proper research project would have been planned, entirely with and for teachers in the extremely technical and complex field of educational standards and discussed with everyone involved in the normal way.

Brent has had in operation for some years a system of school appraisals instituted by Mr Anderson's colleagues in which the teachers cooperate. They oppose "investigations"

mounted to denigrate a dedicated teaching corps, well known for its anti-racist stand, for dubious hard-Left, political ends.

The fees of £100 a day being paid must be the envy of researchers the world over. Brent seems unable to avoid being at the top of the league whatever the circumstances.

MAX MORRIS
44 Coolthill Road
London N8

Letters for publication should be kept as brief as possible and typed on one side of the paper only. The Editor reserves the right to cut or amend them.

Still fit

Sir – Sheila Fletcher's "The gym mistress's downfall" was of great interest to me because I trained at I.M. Marsh College of Physical Education from 1954 to 1957 and was fortunate to be there when Ruth Morton was developing educational gymnastics.

Our entire course was based on Laban's movement principles. They were applied to all aspects of physical education – all games, swimming, and athletics as well as gymnastics and dance. The article is interesting because now, 27 years later, I am still teaching in a primary school, and in all those years I have learned little that has overtaken or replaced what I learned in college.

Firstly, the course we followed then was years ahead of its time. It fits in admirably with today's educational theories and leads to a high standard of enjoyment and performance.

Secondly, sadly, the teaching of physical education has not improved because "courses were broadened and became less expert". If, as Sheila Fletcher suggests, we have moved away from the "expert", then perhaps we should move back.

As my training was provided by an elitist specialist in women's college, then perhaps the time has come to return to that kind of preparation for future teachers of the subject.

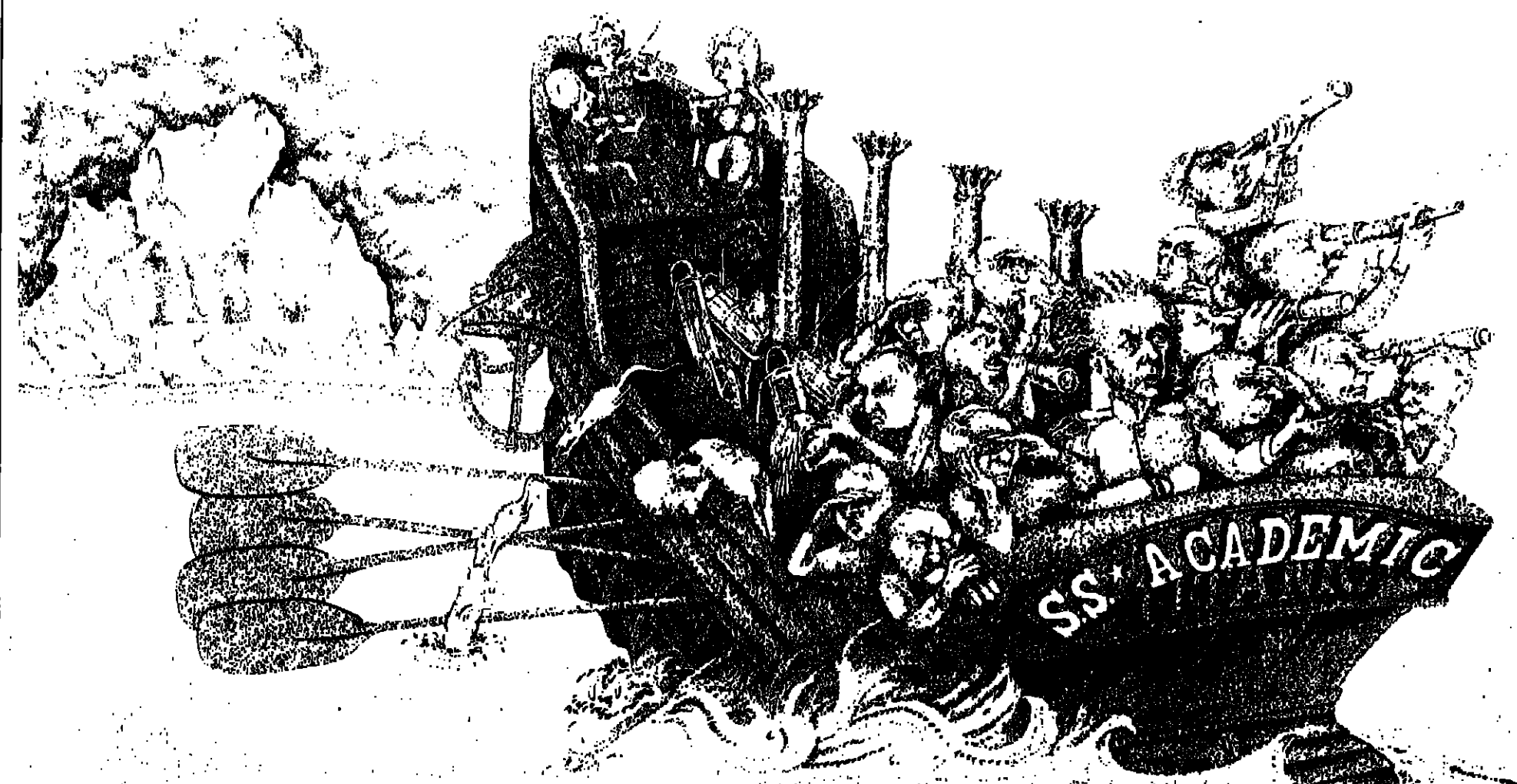
MARGARET BARRELL
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The teaching of physical education has not improved.

Tony Robinson considers the subversive – or submersive – influence of the TVEI on the 'fossilized' curriculum championed by Sir Keith Joseph.

SEA CHANGE



'Given the growth in its powers, it isn't difficult to see the MSC as the iceberg to the DES Titanic'

When as boys we had no money to pay for a visit to the cinema we used to tell one another to "walk in backwards and they'll think you're coming out".

Perhaps someone has been giving the Government the same advice on education policy. Certainly the directions taken in the implementation of various Technical and Vocational Education Initiative schemes seem to point in an opposite direction to those of conventional Government education policy. So much so, that TVEI may be seen as a very fundamental challenge to those policies and not the piece of philistine utilitarian tokenism which some take it to be.

The challenge which TVEI poses stems from a number of its features some of which are more apparent in implementation than they are in the paper guidelines and criteria. Foremost among these is the strong flavour of vocational preparation encouraged by TVEI. Clearly, TVEI has accelerated the search for vocational packages, courses like City and Guilds 365 Vocational Preparation, the BTEC record of success in business studies or other vocational areas.

As these take a greater share of curriculum time, there will be an inevitable reduction in the single subject package which still occupies much of the fourth and fifth year secondary curriculum. Pressure on the timetable, however, will be nothing compared to the challenge to curriculum design already posed by the new courses.

They differ significantly from the traditional fourth year option package in two important respects. First, they insist on a much closer definition of learning objectives, a taxonomy which leads to criterion based testing, and thus a clearer statement of a student's competences.

Second there is the use of a profile which can be linked with a counselling system – the so-called formative side of profiling is an important part of this. Although there will still be a need to supplement this with some single subjects, the hegemony of the single-subject exam is already threatened by the greater motivating potential of the new curriculum.

The view that there won't be any A level subjects on TVEI courses is not born out by the pilot schemes already running. Devon has re-

cruited 24 per cent of its first intake from the top ability range and there is evidence from other schemes that they too are succeeding in recruiting all abilities. The TVEI unit is also emphatic about this.

The MSC's question about how 'a TVEI young person' will differ from a conventional student clearly implies that for A level the curriculum must be significantly modified or perhaps that more will take the increasingly well-trodden BTEC route into higher education. The design of a TVEI sixth-form curriculum will therefore be more radical than anything produced in the recent feeble AS proposals. And about time too.

The assumption that A level students are completely equipped in the so-called basic skills (like for example the ones listed in the FEU manual of the same name) is completely unsupported by any evidence. Can they all "make an informed and realistic decision with respect to their immediate future"? (Aim 2 in *Basic Skills*) or have they "an ability to develop satisfactory personal relationships with others"? Can they even write a reasonable job application?

Facing up to these and other questions will begin to put the total curriculum for the traditional sixth former under intense scrutiny and will imply a fundamental challenge to the fossilized policy which sees the old single subject exams as guarantees of "standards" and which is still given a periodic ritual stirring by Sir Keith Joseph or other official spokesmen. The astonishing thing about all this is the fact that this clash of ideas is one between government departments, each one apparently unaware of the thrust of the other's policy. Given the growth in its power over recent times it isn't difficult to see the MSC as the iceberg to the DES Titanic.

Another minor but fascinating theme in TVEI is its view of the student as client. This is obviously

derived from the YTS and the MSC views of 'young people'. In existing training schemes it has been responsible for the voice of the trainees being heard more loudly than it ever was before. Of course, how one handles the grumbles of the young is a matter for debate, but a stock authoritarian "How dare you?" response to criticisms of irrelevance, bad teaching or boring content, or the standard, "it's on the syllabus so we have to do it" will rapidly lose force, if YTS experience is anything to go by.

The day of the 14 year old student as client is at hand. Incidentally, how does this square with the Assisted Places Scheme with its traditional emphasis on the parent as client and its Black Paper fears of premature emancipation for the young? Surely, in spirit it is totally opposed to it.

So, of course, are the curriculum changes referred to above and they take a form different from that on which previous attempts to give education a comprehensive framework have been based. Historians of education might well see YTS and TVEI as a more significant move towards the implementation of a comprehensive principle than the establishment of comprehensive schools in the 1960s and 1970s, or the setting up of the CSE Boards.

These innovations, logical as they were at the time, provided the curriculum for the average student by simply diluting the academic curriculum, so that assessment for all was single-subject, norm-based but stretched a little further over the ability range. But the advent of TEC, BEC and the FEU have produced a more profound analysis of student need than anything which has involved merely juggling the single-subject curriculum.

The final piece of TVEI subversion is particularly appealing to me, a tertiary college principal. Many TVEI schemes are finding it difficult to bring together the differing aspirations of schools

in a consortium so that the common aims of a scheme can be achieved. Promises to facilitate transfer of pupils and reduce institutional barriers are forgotten or the problems of cohesion suddenly appear much bigger than they did before MSC approval was given.

Some authorities have tried harder than others, but some too have had less of a problem, at least for the last two years of the scheme. These are the authorities with tertiary colleges: Exeter and Leigh in the first round, Peterlee and Richmond-upon-Thames in the second.

Having seen the apparent initial hostility of this administration to the idea of tertiary colleges, it gives me great satisfaction that even Sir Keith has had to acknowledge their logic by approving more new tertiary schemes than any of his predecessors. TVEI can be another powerful reason to promote a genuine achievement of one of the most important aims of the MacFarlane Report (now forgotten and its author banished to be minister for football hooligans). Some of us remember that the report was against "institutional considerations" being a barrier to freedom of choice at sixteen. So by implication is TVEI.

It will be very interesting therefore to see MSC's reaction to the arrangements made to ensure that guidance and counselling at the crucial choice-refining 16 plus stage is free from institutional arm-twisting. Will schools happily give up potential sixth-formers to other institutions with more appropriate courses? Or will the fifth form TVEI pupil be told that he can have any choice he likes as long as it entails staying on in the sixth form?

The logical solution for TVEI students – as for all the others – is at least a centrally controlled counselling and admissions policy at 16, better still a tertiary college system where institutional point-stacking loses its significance. TVEI pressures will produce moves in this direction.

One thing is certain: anyone involved in a TVEI scheme has become aware that it compels a searching review of the curriculum and institutional arrangements for its delivery. Faced with this ferment, can Sir Keith retain the fossilized curriculum successfully and defend privilege? I hope not.

Tony Robinson is principal of Peterlee College.

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FEATURES

NEEDLE MATCH

A bespoke tailoring service run by pupils for the disabled is not only leading to greater understanding of the handicapped but is also breaking down barriers between pupils, parents and teachers. Sara Parker reports.

The 15-year-old, severely handicapped in a wheelchair, announced she wanted a pretty dress. She said she wanted to look like Princess Diana.

Rosemary, an able-bodied youngster from a nearby school, measured her up, discussed styles and colours, drew the pattern and tailored the dress - which in its own way was fit for a princess.

Designline is a scheme which aims to produce a new approach to needlework, and to the handicapped. Pupils from five Hounslow schools first got together last autumn to make clothes for the handicapped. Now they meet after school every Monday with their teachers at Brentford School for Girls to discuss the projects they have underway - and in recent months they have been joined by parents and even a secretary from the local education offices.

"I wanted to take some of the purity out of needlework," says Lynne Kauffman, home economics adviser for Hounslow. "I wanted to do something which needed flair and imagination."

In her three years as the borough's adviser, she has seen a decline in interest in needlework - a drop she estimates at around 25 per cent. Although there is an equal opportunity policy which means all boys do some needle work in their first and second years in secondary school, few take it any further.

It was to help combat these trends that Lynne Kauffman organized a fashion show for the 14 Hounslow secondary schools nearly two years ago. Staged at the Civic Centre in front of parents, teachers and councillors, it was a success, particularly in the section for original design.

It was this, coupled with a visit she organized for needlework teachers to a West End fashion show, that sparked off the idea for Designline.

"I wanted to see children taught how to run a business, how to market clothes as well as make them," explains Lynne Kauffman. She initially looked at the High Street fashion market but found it too competitive. "It is important for kids to do something which they're successful at, so I started looking for other areas where we could make clothes."

Then the idea of making clothes for the pupils at Martindale, a nearby school for the handicapped, was put forward. She jumped at it; it meant the group could not only be successful but also useful.

In November, the first group of youngsters - around a dozen - got together at Longford school, a mixed comprehensive of over 1,000 pupils at the Surrey-end of the borough.

Joyce Willis, head of needlework, was keen on the idea. "Working with the handicapped, for young girls doing their A levels, was a totally unexplored area, and one I felt they could benefit from." It attracted some who would not normally do needlework, including one boy.

Financed initially with a nominal grant of £50 from the local authority, the group started up enthusiastically, aiming to produce a range of winter clothes for the handicapped in the five weeks they had left before the Christmas holidays. They wanted to show the collection at Martindale, in the hope of selling some of the garments and getting orders to fund Designline further.

Unfortunately their plans were rather over-ambitious and Longford proved an impractical venue for pupils coming from the other Hounslow schools, who had to travel long distances. The deadline was not met.

Undeterred, however, the group started up again after Christmas at Brentford, which was not only more central but had also involved the largest number of pupils.

Like Longford, it is a 1000-strong school with good community links. Described by its head, Marjorie Hardy as "a community school in everything but name," Brentford has encouraged parents to become involved in Designline.

Now, with a group of over 15, there is an equal mix of adults and pupils, something Mrs Hardy is keen to maintain by continuing the group as an activity outside school.

She stresses that this is not because she underestimates Designline's educational value, maintaining: "Pupils have more incentive to study if they have already proved that they can succeed in another area."

From the beginning, pupil involvement has mainly come from sixth formers but now the schools are hoping to draw in fourth and fifth years, training them up in needlework to maintain the group's high standard of work.

Designline has already shown that it attracts a wide range of abilities from the sixth-former who is doing three A levels to those working for CSEs, and Lynne Kauffman says: "It is a kind of self-help group where everyone has an equal voice, and nice things happen like one particularly bright girl will help bring the others along - and where everyone, whatever their ability, is chipping in."

The discussion groups once a week sort out problems which arise when designing for the handicapped, such as coping with awkward measurements, with the child who needs to wear a bib all the time because she drools, or the incontinent youngster.

"Our garments don't exactly have hanger appeal," says one of the group, showing off a pair of jeans she has made for an 18 stone boy with a 50 inch waist and limbs wasted by muscular dystrophy. "But they make him feel good."

At Martindale, Mrs Guin Boyd, the headmistress, says the contact her handicapped pupils have had with able-bodied youngsters have given them confidence and enjoyment. But she would like to see more - such as them being taken on shopping expeditions to choose the fabric. At the moment, the involvement is mainly when Designline came into Martindale to take measurements or discuss styles or colours, or (as in March) to organize a fashion show with the handicapped pupils modelling the clothes.

It has not only helped her own pupils but also given the Designline youngsters a chance to understand the needs and problems of the handicapped. "They learn to understand that although the handicapped may have problems such as incontinence, it doesn't mean they don't want to wear fashionable clothes," she says.

Such problems have brought out the ingenuity of the group. They have, for example, made detachable collars for the youngster who continually dribbles and normally wears a bib while for an incontinent girl, they have adapted a skirt to suit her needs.

Margaret Dash head of home economics at Brentford says: "We were initially embarrassed. I think because we thought they would be, but we had to learn that they weren't embarrassed by their handicap and why should they be? They've lived with it all their lives. At first it was difficult to measure them, now we aren't worried about such things."

She feels that many of her pupils coped with such direct contact with the handicapped children better than she did, but all the same, she thinks: "They have matured by having to consider the needs of other people; by seeing what other teenagers of their own age have to face up to."

Sometimes it has been emotional and difficult. One of the sixth form girls burst into tears after her first visit to Martindale, but as another, 17-year old, Rebecca, says: "In a sense I think we had the wrong attitude at first. We didn't realize, there was so much in life for them... I sit all day and study for my exams, but to do something for someone else gives me much more satisfaction than just working for myself." She has now persuaded her mother to join the group.

Within Designline, first names are used and the group has established an identity which breaks down the barriers between teachers and pupils, and parents and children.

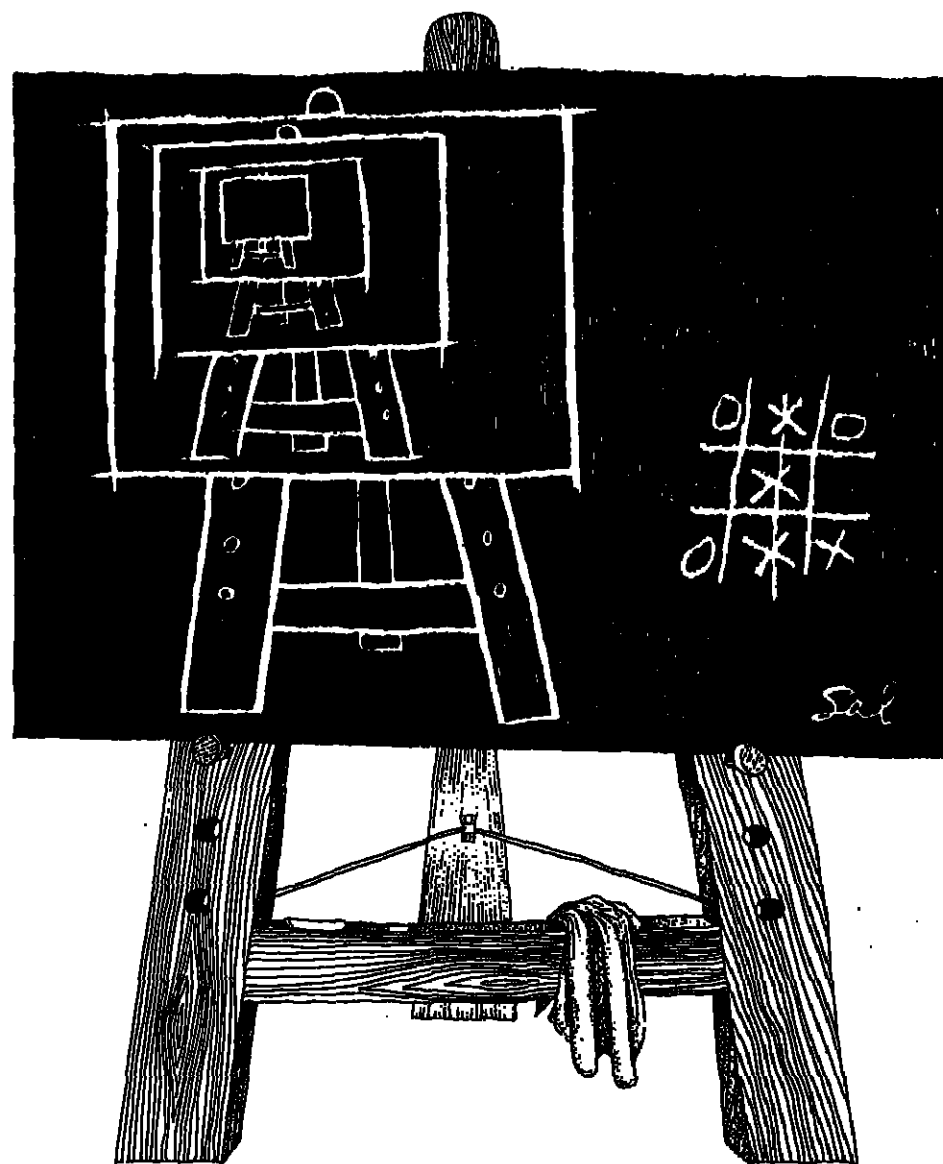
Lynne Kauffman believes that such informality outside school can only go towards creating better relationships in the classrooms, pointing out: "Communication is the key to everything in school and in life. If we want to offer anything, it should be the skill of communication."



FEATURES

Wrong medium wrong message

Researchers and teachers too often ignore the fundamental aims and principles of learning, Edgar Stones argues.



Much research in schools and on teaching offers little to a teacher trying to improve learning. The main reason for this state of affairs is that research has concentrated mainly on describing the way schools and teachers are at the moment and has been little concerned with the way they might be. In addition, it has more often taken teachers as objects of research rather than agents in research into teaching.

I believe that the relationship between teaching and research can be changed to make both more effective and of practical use to teachers. An important step towards this change would involve helping teachers and student teachers to go beyond current modes of teaching into more exploratory approaches.

Another crucial step is to bring a pedagogical dimension into research on teaching; particularly the extent to which teachers draw appropriately upon what is known about how humans learn.

Researchers frequently report on the effects of different 'treatments'; does a teacher do as well as a film or a micro-computer or do probing questions enhance learning more than simple Yes/No ones? Rarely is there any analysis of the types of learning involved or to what extent these various approaches are in tune with principles of human learning. And yet that is probably the most important factor.

For example, Results of research into the extent to which students' notes resemble what their lecturers said cannot be anything but trivial compared with the question: is listening to lectures and taking notes a useful form of learning? One study on the effectiveness of different approaches to questioning found, contrary to expectations, that simple questions demanding Yes/No answers resulted in better pupil learning than probing ones.

This is not surprising, however, when the nature of the test is examined since the test used to assess the pupils' learning required no more than rote learning for which the teacher was better employed just drilling the pupils rather than 'wasting time' getting them to think.

The common factor in the majority of research studies is that the pedagogy is not in question. It is taken for granted that teaching is basically a form of transmission. The lecturer or teacher is trying to tell or explain something to the students. The focus of attention therefore is the medium of transmission of the teacher's message.

Teaching by telling is of very limited efficacy... much more systematic approaches are required that rely less on teacher talk and more on pupil activity...

It makes sense to focus on the means of transmission if the predominant mode of teaching is by telling. If, however, one conceives of different pedagogical approaches drawing on principles of human learning in a dynamic exploratory way, the question of 'transmission' is very much reduced in importance both for teaching itself and for research into teaching.

More important approaches, however, explore ways of teaching for meanings and not just words, and to help pupils acquire skills of problem solving that will help them to deal with real life situations. Pupil learning should be transferable to situations they have not previously encountered.

When we learn meanings we learn much more than the words the teacher uses, we learn the concepts the words stand for. Concepts are abstractions of the general idea of things and are built up by our experience of the real world and particularly our use of language and by our interaction with people. If we lack experience related to the concept a teacher is trying to teach, we just learn the words by rote and will be unable to make any use of it outside the conditions in which the teacher taught it.

As the Russian psychologist, Vigotsky, said: "The words cover a conceptual vacuum". Unfortunately, although learning psychology tells us something about how people learn concepts, that information is rarely if ever used in training institutions to help students teach concepts in a systematic way.

Teaching concepts is perhaps the basic pedagogical skill. It contributes to successful problem solving since to be able to solve problems in a particular field one needs to have an understanding of the main concepts in the field. There are also other psychological principles that could be drawn into the teaching of problem solving skills which is the most important pedagogical task. Similarly teachers could make use of knowledge of the psychology of skill learning in the development of physical skills such as drawing or the use of tools. And there is also useful knowledge about how to enhance pupil motivation.

It is important for teachers to be able to identify

which type of learning is involved at any one time, since different types of learning demand different kinds of teaching. For example: acquiring vocabulary in foreign language teaching involves a different type of learning from learning grammatical structures, so that different teaching approaches are indicated.

A systematic analysis of a particular teaching task will help teachers identify the nature of the teaching and learning involved. This procedure is commonly referred to as *task analysis*. Task analysis will also help the teacher in planning the appropriate feedback that is vital for learning to take place. It will also help to clarify the most appropriate means of assessing learning that emphasise transferability and eschew rote learning.

What we know about the nature of human learning tells us that the staple mode of teaching by telling is of very limited efficacy. Much more systematic approaches are required which give pupils experiences that will contribute to greater understanding: experiences that should rely less on teacher talk and much more on pupil activity and possibly pupil talk.

But activity in itself is no guarantee of productive learning. It must be related to some understanding by the teacher of the pedagogical/psychological processes operating in the learning experiences of the pupils or the activity might well be as sterile and rote as learning by being told.

In working with practising teachers I have found that few know anything at all about any of these quite crucial aspects of human learning. This is not surprising in view of their neglect both by classroom researchers and training institutions. However, I have also found that most have found the approach very helpful in their work and pre-service teachers have reacted similarly.

Apart from the benefits to teaching that might accrue from taking the study of pedagogy seriously,

there are also very important considerations for the nature of research in teaching. The kind of work that seems to offer most promise in the search for useful pedagogical insights will depend on the development of stable teams of workers from different institutions that, one would imagine, would consider pedagogy to be their prime concern such as schools and teacher training institutions.

Students, teachers and the staff of the training institutions could work co-operatively exploring the relevance of findings about the nature of human learning to teaching. This kind of work involves a profound reappraisal by training institutions of their concerns and approaches.

Work with practising and student teachers over the years has convinced me that the key to development in teaching lies in a reassessment of the role of supervisor of student teachers. Currently supervisors of practical teaching are drawn *ad lib* from college staff when teaching practice time comes round. They may or may not be staff with knowledge of human learning and they may not have had any previous contact with the students they are to supervise. It is almost certain that they will have had no formal induction into the task of supervision.

Everything conspires against the implementation of a rigorous approach to theory-based teaching and students are forced into a transmission mode since it is unlikely that anyone will discuss other approaches with them.

Supervisors with a responsibility for inducting students into pedagogical theory could break the vicious circle in which student teachers perpetuate kinds of teaching they experienced as pupils and observe in the teachers presented to them as models. They could do this by reappraising the nature of supervision and taking it to be much more extensive and more rigorous than at present.

It would become more extensive by reaching out into the training course as a whole with the supervisor taking responsibility for theoretical pedagogical studies as well as practical teaching. It becomes more rigorous because practical teaching becomes more firmly rooted in theoretical studies in pedagogy. Both these changes demand considerable shifts in current thinking about course structures and the relationship between educational studies, professional studies, the 'main subjects', and school experience.

It is not a question of 'applying' learning theories or research findings to practical teaching, recipe fashion. The theories are 'heuristics' or guides to action, not sets of instructions to be followed rigidly. The experience of using them in practical teaching will give us information about the theories as well as about teaching. Thus each lesson is seen as it truly is, a unique encounter in which a teacher is tackling a pedagogical problem, to enhance the pupils' learning in all its aspects. And the key of learning the student teacher should be trying to encourage, would be learning how to tackle and solve problems.

Supervisors, themselves, are also trying to solve problems. How best to help student teachers acquire theory-based systematic and effective teaching skills. Supervision is, in short, a form of teaching and in their own work supervisors try to implement the principles they are trying to teach their students. Thus supervision implies a cooperative venture.

The student has a teaching problem, the proposed lesson. Supervisor and student examine the problem together in the light of the pedagogical principles they have discussed earlier in the course. The student plans lessons and appraises them later in co-operation with the supervisor who assumes a counselling or advisory role rather than an adjudicatory one. The teacher in the practice school can also be involved in what becomes a triangular co-operative enterprise.

The process can be very fruitfully extended by involving student teachers' peers in the evaluation of each others' teaching, not by commenting on the surface or cosmetic aspects, but in the way it relates to pedagogical principles discussed and tried out earlier in the course.

The role of subject tutors is very significant when this type of approach is adopted. I have found at least as much interest among them as among tutors in professional studies or education departments and, indeed, many of those who find

'Supervisors could break the vicious circle in which student teachers perpetuate kinds of teaching they experienced as pupils'

questions of pedagogy particularly intriguing are subject tutors. The crucial operation in which the three main aspects of training courses come together and reveal their inextricability, is the process of task analysis I referred to earlier.

You cannot talk about any one of the three elements without reference to the others. I have frequently discovered that when graduate students in specific subject fields or even practising teachers do this type of analysis, it reveals considerable misapprehension of the nature of fundamental concepts in subject fields as well as in pedagogy.

It seems to me that there is not only scope for considerable coming together of these three strands of institutional structures but that it is also highly desirable.

Apart from the value of a view of supervision and pedagogy, such as I have outlined, for student teacher learning, I do not think it pretentious to suggest that it may have implications for research in teaching. It is unlikely to produce outcomes of the block busting proportions of well-funded research projects. But if training institutions, their students and schools develop an exploratory, problem solving approach to teaching the ground is prepared for an accretion of information from small scale studies.

Because they are founded in the schools and involve the practitioners, these are less likely to be seven day wonders but are more likely to contribute to our understanding of teaching in the long run than sporadic raids by bands of researchers. If research is to enhance pupil learning by more effective teacher action then it must turn its attention towards pedagogy, and, in my view, research in pedagogy cannot be done without joint activity between teachers and researchers.

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ARTS

WT McLeod on the Cypriot civil war

In some respects Dr Kissinger seems not to conform to one of the basic beliefs of American policy: the conviction that action founded on moral principles is bound to be not only "right" but politically and historically correct and sensible. Many would see this as naive and sometimes dangerous, though ironically it is an attitude shared by the Soviet Union, with a different concept of morality. In Dr Kissinger's case, however, it is difficult

What remains to be said? The book understates the extent to which local violence contributed to eventual disaster. It is true that prior to the mid-Fifties relations between Greek and Turkish Cypriots could have been held up to a troubled world as a model to emulate; but with the history of Nazi Germany still available to us no one should be unaware of the ease with which a society can be perverted and lured to acts of communal folly.

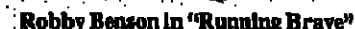
Two recent and informative hour-

Unfortunately that same sense of Greek honour also became tied to the proposition that *enosis* was a realizable practicality in spite of clearly signalled Turkish determination that it would never be allowed to happen. Turkish Cypriots, for their part, were persuaded, partly by events, partly by propaganda from Ankara and a few local politicians, to regard themselves as Turkish first and Cypriot second. Thus were sown the seeds of the racial

**Cyprus—Britain's Grim Legacy* (Granada Television), a factual investigation that deserves to be made more widely available.

Michael Church

The four *Flashback* programmes use archive film and other material to discuss the Olympic ideal from the 'Coubertin's muscular Christianity' of his month's tele-Olympics, also looking in at nationalism and the games, science and sport and the commencement of what began in Athens in 1896 as a very modest event, with members of the British Embassy hastily enrolled as competitors to make up the numbers on our team. Like the two previous *Flashbacks* on war and the family, the series puts the games into an illuminating historical context. Its production team has just won the BFI Award for Archive Achievement which, painful though



Clips from archive film to 1956 made up the programme at the NRT's Olympic Games Night, presented by *The Times* Athletics Correspondent Pat Butcher. As time went on, the IOC abandoned such events as the standing high jump and a surreal contest involving a vaulting horse with one or two riders, while film-makers learned to get the beginning, middle and end of a race in the right order. Gradually thanks to their combined efforts, it at last started to look more Olympian and less like sports day at Llanabba.

Ostensibly, the film is about overcoming racial prejudice, but in fact what it celebrates is the white American middle-class which built Billy for an Olympic medal and a blond, ponytailed wife and a house in the suburbs. It may not be true, I hope it isn't. Ichikawa's film was about the glory of taking part, this is about the humiliation of losing. The actual record of Billy's race is there in *Tokyo Olympics*, the fictional construction in *Running Brave* and I suspect that, sadly, the fiction of *Running Brave* may contain more truth about the spirit of the modern Olympics.

A particularly interesting main auditorium event was *Romeo and Juliet* by "Hilfsterdine" Funk Opera.

The Richmond upon Thames Brass Ensemble also have a difficulty in finalizing their programme. A commission from a well known twentieth-century composer has not yet materialized. Even if this deadline cannot be met there will be at least one other world premiere in the festival. In Saturday's Youth Orchestra concert, Hertfordshire Youth Orchestra will be performing the *Mini-concerto for Orchestra* by Gordon Jacob.

First performances of new works, unusual repertoire, strange combinations of instruments – some of the delightfully unpredictable aspects of



The festival's most bizarre entry must be the Frodoham Gamelan Orchestra, who are proud to be the only school gamelan group in Britain. Anyone with a cupboard full of unwanted percussion instruments might follow this school's example and reconstruct them into a gamelan orchestra. The group was set up 18 months ago by the late Mr. Davies, the inspiration being a Prom given by the ASK! company of Sussex. The re-cast percussion instruments make a sound more like the authentic Javanese gamelan than the sophisticated bronze concert variety. Most of the music performed by the group is provided by its members, but alongside this, traditional shadow plays and heroic dances, for which the youngsters have had expert tuition from Javanese teachers, are also included. An all-boys choir outside a choir school might well be considered a more of a phenomenon than a school gamelan orchestra. On the other hand, football is never missed and this lively Holmfirth

School Boys' contribution *Saturday Afternoon* (about the Big Match) drew in as many boys interested in it locally as those who wanted to sing. No comparisons will be made between this entertainment and the star choirs that have been selected for Voices in Concert on Thursday evening. The Kingsbury School Choir numbers among its successes six television appearances, a tour of Switzerland and frequent participation in the Eisteddfod. St Brandon's School, Avon has been able to fame apart from its excellent choir, it has had a former school governor, and the choir will be performing with him later in the year. For their entry in the festival, however, they have chosen four Beatles songs, which should add a refreshing touch to one of the more formal occasions of the three days.

A record number of choirs have entered this year, as have chamber music groups. It is always easy to quote

5,000 children taking part entries are 47 per cent up on last year. There are several new categories. In recognition of the growing importance of jazz in music education School Jazz now has its own slot alongside Jazz at the South Bank and Gribnham Collier's Jazz Workshop on Friday. The flute also receives special prominence this year as 15 young flautists compete for the prize to be awarded by the European Union of National Music Competitions for Youth. Although the competitive aspect is not one which the organizers of Music for Youth wish to emphasize, the Flute extravaganza on Friday evening in which talented players from all over the country take part promises to be a spectacular event.

The last word on the festival should perhaps go to Jazz Sud, a group from Bournemouth. In the year of the tenth anniversary of the Schools Prom it is appropriate that many of the groups performing in the festival are families

each other. Jazz Sud is composed of young people all of whom play in their own groups (symphony orchestras, chamber ensembles and brass bands) but who can also play jazz. Says the festival director Jim Smart seen the long term goal of Jazz Sud as being to encourage its members to show "an open-minded approach to all forms of music, as they have done while playing with their orchestra . . . " — a statement which encapsulates the spirit of Music for Youth more than any festival.

Tickets for the National Festival of Music for Youth cost \$1 for a day Rover (children) and \$2 (adults). Evening concerts are at normal prices.

The National Festival of Music for Youth is sponsored by The Association of Music Industries, Commercial Union Assurance, The Rank Organisation and *The Times Educational Supplement*, and is presented by Music for Youth.

Shall I remember, at the end of all,
 The small of children in a quiet hall,
 The desperate stares, relentless
 scratch of pens,
 Gits with dead faces like tragediennes
 Who slump and droop and curse their
 day of birth?
 Is this a memory for a life on earth?
 And yet what thought of heaven can
 surpass
 A teacher's dream of silence in a class,
 Of meek submission and attentive
 eyes,
 Of minds and pens that welcome
 exercise?
 That dream comes true, though human
 self-distrust
 may put my triumph into doubt.
 Once in a year I feel the parent's pain

to teachers who will soon be snorting in disbelief, and brain-rot courting marking answers self-aborting. While moiled idlers are cavoring on southern shores, I raise this pagan.

"Old Mother Hubbard", or any other well-known rhyme. Limit 120-140 words. Closing date July 18. Entries should be addressed to Literary Competition No 53, The Times Educational Supplement, Briory House, St John's Lane, London EC1M 4BX.

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Roy Shaw on the politics of tobacco; Annette Kobak on the history of the family

[illegible]

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BOOKS

A morbid sense of sin

by Rupert Christiansen

The Memoirs of John Addington Symonds. Edited and introduced by Phyllis Grosskurth. Hutchinson £14.95. 0 09 154170 0

Twenty years ago when Phyllis Grosskurth published her biography of the Victorian man of letters, John Addington Symonds, she was unable, owing to the restrictive terms of a bequest, to quote directly from her principal source – the manuscript of Symonds's memoirs, deposited in a black tin box in the London Library. Now that the volume has finally been released – and impeccably edited by Professor Grosskurth – it is not hard to understand his executor's long reticence. Here is one of the frankest records of nineteenth-century sexuality available to us, a book which communicates with painful sincerity the dilemmas and tensions endured by the Victorian homosexual.

"The underlying preoccupation of my life," he wrote, "has been a tyrannous emotion, curbed and suppressed for the most part, but occasionally indulged with spasmodic violence." John Addington Symonds was born in 1840, the son of a successful Bristol doctor, who fulfilled the contemporary *poterfamilias* stereotype: stern, fair, distant, and unyielding. Symonds's mother died when he was very young and his early life was overpowered by a dominating and unreciprocated love and admiration for his father. Even at the end of his life, he was still all too ready to acknowledge that "how immeasurably superior my father was to me, as a man, as a character, as a social being, as a mind, I feel, but I cannot express." One of the curiosities of those memoirs is Symonds's persistent efforts, unaided by psychoanalytic theory, to explain his physical make-up. He put his homosexuality down to genetics: his post-Freudian awareness will tend to interpret it in terms of this parental imbalance.

He was a sickly and lonely child, haunted by a "morbid sense of sin" and recurrent nightmares. Above all, he feared "nothing so much as my own self. What that contained was a terror to me." There was no escape to the gentle feminine either, for his grandmother was a member of the Plymouth Brethren and his sisters bullied him. It was in all, an almost incredibly grim childhood, and Symonds, never one to leave the lump with ironic detachment, spared the reader nothing of its suffocating intensity.

A spell at Harrow only made matters worse, and the picture he paints of public school life, even in a school subjected to Arnoldian reform, is breathtakingly unpleasant. The primitive aggressions and sexual activities of closeted schoolboys filled him with horror and prurient fascination.



Prefects called their fags by girls' names and reserved *droit de seigneur* over them; the headmaster himself was forced (by Symonds's father) to resign over a liaison of his own. Symonds's burden of guilt and fear increased. His own first loves were, however, "pure" and "platonic" and throughout the memoirs, he justifies himself with ideals of comradeship, the noble form of male love, against "the brutalities of vulgar lust." The language he uses is telling. At one level, he defends homosexuality with the liberating ethos he discovered in Whitman's poetry – "a strong democratic enthusiasm, a sense of the dignity and beauty and glory of simple healthy men"; at another, he talks of it in terms of "perversion", "dishonour", and "be-setting vice".

After Oxford, where he resigned his Fellowship after the talent of someone else's scandal touched him, he drifted to London and towards the literary world. He contracted tuberculosis and a variety of psychosomatic illnesses clearly rooted in his repressions and anxieties. Marriage to an MP's daughter

and fatherhood brought no relief, although he pays his wife empty conventional tribute. The next few years were his bleakest, as his sexual problem compounded itself with the more familiar range of Victorian philosophic worries. Poignant and depressing memories of past troubles, physical maladies of nerve substance and of lung tissue, decompositions of habitual creeds, sentimental vapours, the disappointment of the sexual sense in matrimony, doubts about the existence of a moral basis to human life, thwarted intellectual activity, ambitions rudely checked – all these led him to his dark night of the soul, which came upon him in Cannes in 1868. From this point of absolute crisis, he slowly pulled himself up.

The crucial point of improvement was, as one might expect, a lover. Norman Moor was an attractive and suggestive skit-former at Clifton College, where Symonds was an occasional lecturer. Their relationship blossomed under the guise of pedagogy, but Symonds explained the situation to his wife, who, interestingly

seems to have reacted calmly enough, and took Norman off on an idyllic European tour. The experience of love as much as the consummation of sex was profoundly healing to Symonds, and over the next 25 years he was able to produce an impressive amount of work.

His principal achievement was a seven-volume history of the Renaissance in Italy, which in its time ranked with Burckhardt's; there were also books on the Greek poets, on Dante, Elizabethan drama, and Shelley, as well as essays on Italy and some dreadful poetry. Today his writing seems florid in style, doughy in thought, and hopelessly lugubrious, without the elegance of Arnold and Pater, the force of Carlyle, or the vision of Ruskin. But on the sexual issue at least he showed a certain freedom of moral imagination which his intellectual superiors lacked, and he put forth a cogent (and as yet not properly answered) case for the social and legal acceptance of homosexuality in two privately circulated pamphlets. Henry James called him "the Gladstone of the cause", and long before the Oscar Wilde case, many of London's intelligentsia were aware of his proclivities. Before his death in 1893, he collaborated with Havelock Ellis in his pioneering study, *Sexual Inversion*. That there was genuine courage in his stand cannot be denied.

From 1877 he gained further respite. His tubercular condition obliged him to spend a part of every year in the Swiss mountains, and here he found more satisfying male relationships – or "communions" as he liked to call them – than had been possible in the perilous London channels which, after Norman's departure, he had resolved to exploit. The memoirs end with a paean of praise to the Venetian gondolier who brought him a longer happiness than anyone. Meanwhile, shrinking deeper into the background, Symonds's wife became increasingly crabbed and neurotic.

It is important to remember her unwritten fate before Symonds is canonized as a hero. This book shows a man understandably obsessed with his own problems, but with little or no capacity for grace, generosity, or good humour: the contrast with Forster, who had as much to complain about, is marked. Like Rousseau in his *Confessions*, Symonds alienates the reader's sympathy by descents into self-pity and whining self-justification. He may have been a man desperate for love, but he did not make himself lovable.

None the less, this is a book which must be read. However turgid and unattractive in style and tone, as a document of Victorian pathology it is uniquely valuable.

Horrors

A Haunt of Fears: The Strange History of the British Horror Comic Campaign. By Martin Barker. Pluto Press £4.95.

Horror comics were banned in 1955, and with heroin, firearms and flick knives, remain Prohibited and Restricted goods in the eyes of HM Customs and Excise. The campaign against them was extremely successful at the time, with special exhibitions creating great interest, even to the extent of choice examples disappearing at the end of the day (and that from the House of Lords library too). Leading figures were brought into the debate together with MPs from all parties, everyone of whom condemned the comics. No wonder the *Children and Young Persons (Harmful Publications) Act* was passed so quickly and easily.

Does anything more need to be said about all this now? Most certainly, according to Martin Barker, and after reading his intelligent study the case against horror comics will indeed seem the same again. Before it was finally taken over by the NUT, the campaign was cleverly put into gear by a seemingly disinterested pressure group which in fact consisted almost entirely of active Communist party members. Getting at the US through attacks on "American-style comics", as they were then called, was both effective and popular at a time when the Cold War made any other anti-American initiative hard to sustain. Later on, evidence was used primarily from an American himself: Dr Frederick Wertham, a psychiatrist whose case against the comics was at best merely anecdotal and often very inaccurate. Finally the child readers were contrasted with evil comic influences from outside, revealed in strange innocence about the young, not unlike the black and white moral juxtapositions heard in current discussion about video nasties.

All this is excellently detailed by Barker, who also reprints several notorious episodes from the comics in their entirety. Once seen as part of a whole, particular pictures, or gory details of comic fare, far less worrying than the which persist without protest up to our own day. Even without sharing Barker's enthusiasm for every horror comic cited, the story of their rise, fall and final defeat makes a fascinating and provocative story.

Nicholas Tucker

PAPERBACKS

Fighting for Hope. By Petra Kelly (Chatto £2.95). Is the personal testimony from the goddess of the Green of West Germany. Passionate and utopian, this collection of speeches and essays outlines the politics of the ecology movement.

Archaeic Egypt. By W B Emery (Penguin £3.95). Surveys the cultural achievement of the first two dynasties of Egypt during the first two dynasties. Now 20 years old, this superbly illustrated book still conveys the sheer intellectual pleasure of archaeological discovery.

Nancy Mitford, by Harold Acton (Harcourt £4.95). Is an account of the loving memoir of the greatest Mitford. It is a tale of high living, high style and low gossip built around Nancy's letters. The girl of Anglo-French society is captured by her courage during her final illness.

The Penguin Dictionary of Twentieth Century History 1900-1982 by Alan Palmer (Penguin £2.95) is designed to be a companion volume to the same author's earlier book (Dictionary of Modern History 1789-1945). Packed quick-reference for current affairs.

The review of A D Nuttall's *A New Mimesis: Shakespeare and the Representation of Reality* (TES June 1984) by Edward Neill

BOOKS

Here to stay

Militant. By Michael Crick. Faber and Faber £3.95. 0 571 13256 1. Citizen Ken. By John Carvel. Chatto and Windus/The Hogarth Press £8.95. 0 7011 3929 3.

Michael Crick's demystification of Militant is first-class journalism, by which I mean the highest praise. That is to say it does everything that investigative journalism is cracked up to achieve, but which any good journalist should do to deserve favour – digging, sifting, analysing, and then leading the reader through a tortuous tale in cool, revelatory, dispassionate, readable style.

The Militant tendency is one of the few institutions left (the Royal family and the Freemasons are others) which guards its secrets so closely that digging out the facts would rather not have revealed is demonstrably worthwhile. Crick realized this when he became an ITN journalist in 1980 and after three years – during which the tactics were causing mayhem within the Labour Party and hysterical smear campaigns outside it – decided that he would have to tell the story himself.

Even when fiction has been separated from fact, and smear sorted out from evidence, it remains a strange and stunning story. Although Crick had only grudging help from Militant leaders, he had long interviews with defectors, a few members, and many more Labour Party members and officials, trade unionists and other journalists. Taking his notes together with published and leaked documents, Crick managed to answer most of the questions he had set himself about the tendency's origins and organization, its aims, funding, goals and successes. Most important perhaps, he assesses its effect on a Labour Party revealed as incredibly, naively, blundering in its responses to the enemy within. Yet again, the Labour Party went in for cock-up while the Militant tendency made the ruling with conspiracy.

Lack of account packs in convincing detail about the way, when and how the Militant tendency recruits, recruits and publishes. The first essential fact to hang onto is that it is indeed a revolutionary group in direct line of descent from Trotsky, and originally known as the Revolutionary Socialist League. He provides a helpful Select-a-set guide through the splintering groups of Trotsky's followers, with a "holy list" of 12 words: Workers, Labour, Socialist, International, Revolutionary, Marxist, Communist, Militant Group, Party, Tendency and League. Pick any two, three to make up your own new Trotskyist group, then follow the famous Trotsky policy of "entrism", which means "entering" the mass social democratic parties

when progress through Communist parties has foundered. Strong advocates of this policy are said to have "entrism".

So Militant, seeking to be a party within a party, is far more than another far-Left Labour Party pressure group; its views and policies are not just more extreme versions of those of Tony Benn or Eric Heffer: its philosophy descends directly from Marx, Engels, Lenin and Trotsky and its methods would be totally rejected by most Labour Party members. (It is one of the ironies of the story that three men previously chucked out of the Labour Party for belonging to proscribed organizations – Michael Foot, Denis Healey and Jim Mortimer – later became chief scourges to Militant.)

To be a member of Militant is almost to adopt a new way of life, which consumes most of one's spare time, energy and cash. Many who leave the tendency are hurried out, in some ways Militant has more in common with religion than with democratic politics.

It is this almost mystic commitment of time, energy and cash that seems to explain so much of the Militant tendency's current success, achieved – after years of persistent failure – under the dogged leadership of that most uncharismatic of revolutionaries, Ted Grant, and in spite of notably bizarre policies on such issues as the Falklands, Northern Ireland and gay rights. Membership has been laboriously built up – notably through the Labour Party Young Socialists, but with infusions from a strong Liverpool group and middle-class students from Sussex University – and largely fuelled by disillusion with the Wilson Government and lack of a credible alternative.

Probably the most astonishing fact of Militant's fabled wealth comes not from Moscow, but collared, en-jointed and browbeaten out of members as a (high) set proportion of income, through Fighting Funds at meetings, and commercial printing. Crick calculates membership at 4,700 and income at between £1m and £1.25m.

One of the salient features of life with Militant is its grinding boredom, and it says much for Crick's crisp and witty style that only occasionally does the narrative get bogged down by the turgid nature of Militant machine.

Even Ted Grant, whose political and personal clumsiness are almost as embarrassing to his members as to the outside world, comes over colourfully. Though his only known vices are jelly-babies and gobstoppers, he is keen on Beethoven and Bach, and obsessed with healthfoods, exercises and table tennis. Over 70, he plans to go on indefinitely, which gives him more than jelly-babies in common with President Reagan.



Crick concludes that Militant, too, is here to stay, its growth more the result and symptom of the Labour Party's decline than the cause of it, and helped by a new mastery of media manipulation. But he warns that the tactic now is not to expect more activists within the Party, but instead to recruit more widely within the unions (watch out for Militant Teacher), in further education colleges and the Youth Training Scheme. And of course there is plenty of current evidence of the tendency's persistent strength in Liverpool.

Warnings apart, Militant is to be commended because all the qualities that make for good journalism also make for remarkably good political education. The same indispensable separation of myth from fact is also to be found in John Carvel's *Citizen Ken*. Remember when he used to be called Red Ken? The coincidence of these two accounts is a useful reminder how very different are the mainstays of the current evidence of the Militant tendency. The stories scarcely overlap.

Though more pedestrian in style, Carvel performs solid service by chronicling a new sort of local government phenomenon, and putting him into the context of the long-running and often ludicrous battle between the Government and the GLC. How much was it accident and how much Livingstone's

own meticulous planning and skill that turned him from a red scare into a populist hero? Ted Heath lays all the blame for this unthinkable transformation on Mrs Thatcher's determination to abolish the GLC, but John Carvel has additional evidence to offer. Unlike Crick he has had the benefit of frank interviews with his main protagonist, though as is the way with such favours, the result is often to conical. Livingstone is always plausible, reasonable, affable, engaging, frank about his mistakes, but there are still few real clues as to what fuels his determined rise to the top.

Carvel notes that "the roots of his climb to power lie in a very small pack". He ruthlessly employed card indexes and cassettes to defeat Andrew Mackintosh and attack the sitting Brent Labour MP, Reg Freeman, and, after some chaotic scenes at the GLC, managed to drag the hard Left behind him into settling for the art of the possible.

Idealist or opportunist? asks John Carvel. Though he does not plump for one or the other, he gives a final warning about the confidence of Citizen Ken.

Patricia Rowan

Teaching Athletics 8-13

David A Evans

Here is a book which gives sound advice on the introduction of athletics to girls and boys in the 8 to 13 age group. The emphasis is laid on safe and controlled methods of running sessions with large groups of enthusiastic children, allowing the teacher to channel their enthusiasm and to present the basic skills to them in an enjoyable way.

The book is illustrated with photographs and 30 diagrams and has a bibliography and an appendix of suggestions for using athletics as a basis for other classroom work.

0340 347120 Paperback £3.95

Available through all good bookshops.

Teachers are invited to write for inspection copies, stating school address.

Hodder & Stoughton

Dept E444, FREEPOST, Mill Road, Dunton Green, Sevenoaks, Kent TN13 1YV

Full marks

A Teacher's Guide to Assessment. By D S Frith and H G Macintosh. Stanley Thomas £12.95. 0 85950 111 6

This Guide, originally a project of the International Association for Educational Assessment, is mainly concerned with the cognitive domain and the secondary level of education.

The various purposes of assessment are listed, showing how assessment is used not merely for the grading of pupils, but also for diagnostic, evaluative and predictive purposes, and for guidance and selection. There are sections on aims and objectives, taxonomies (Bloom et al), modes of assessment (including formal, informal, external, internal, process, product), reliability, validity and weighting in assessment. Techniques of assessment are given in detail – written, objective-type, practical, oral, aural, questionnaires and course-work.

Methods of marking are described – both analytical marking and impression marking. Positive marking is regarded by the authors as preferable to negative marking. The provision of a system of bonus marks is suggested as a solution to the admitted problem of marker's habitual "misery" reluctance to award full marks. Norm referencing and criterion refer-

encing systems are explained, together with bell-shaped curves, percentiles and cumulative frequency tables. The section on the reporting of information obtained from assessment includes examples of profiling schemes developed in Scotland and elsewhere.

Throughout the book, the emphasis is on the individual, although the uses of the results of assessment for evaluating curricula, teaching strategies and materials are recognized.

The book is not only theory. The authors describe with a pleasantly light touch, the assessment systems, problems and solutions of their fictional new-town school, "Plowden Comprehensive", with its efficient, dedicated head teacher, "Serena Williams MA", who rules her staff with a rod of iron. Though "In the nicest possible way", the intricacies of assessment certainly become more humanised when illustrated through the adventures of intelligent, outspoken "Greta Glover" and popular "Bruce Bennett", who has forsaken personnel management in favour of teaching.

Perhaps it is not surprising that a work on assessment should have assessment exercises of its own. With the title "Self-teaching exercises", they aim to reinforce and develop understanding of the information conveyed. Bridget Loney.

lingo

Let us consider the French expostulation "Alors?" and the semi-explicit "Alors!" Dictionaries consistently fail to convey the delightful nuances of this versatile word and, without accompanying gesticulations or eyebrow-raising, who but a "Francophone" could possibly interpret the mood or message of the speaker?

I have met this word when it strove to convey the sense: "Look, sir, you have covered me with sea and sand... You are a foreigner!" "You knew I was planning to park there, didn't you?" Or: "What made you think I wanted ash in my Patis?"

Every time I see an unfamiliar French-English dictionary I look up "Alors", and my chignon at seeing "Then..." At that time" is beyond expression.

C H A Tattersall

Foreign words are often distorted to make them sound more like English. Many vowel or diphthong endings in

open e sound) easily distort to the English "P" sound. So we get "pansy" from the French *pensee* (thought), or "doozy-doo" from *dos à dos* (back to back), "akivvy" from the Italian *schivo* (slave) and "booby" from the German *bube* (boy).

Similarly, it is perhaps the tendency to distort to the homely and familiar that produces the rhyming and reduplicated versions of foreign words. Examples include "hoity toity" from the French *haut tois* (high roof), "willy nilly" from the Latin *volito, nolo* (I am willing, unwilling) as perhaps also "pocus pocus" from *hoc est corpus* (this is the body), "mil-wit" possibly from the Dutch *mil wit* (I don't know). "Hol" from the Polish *hol* (another example, but is in fact a straight transliteration of the Classical Greek for "the majority").

Perhaps after all it is the hol polloi who are responsible. At the level of high culture, people may be happy to accept and use terms like *piet-a-terre* or a *nappe phile* (folded sheet) bed, but it is the process of popularization at the folk level that turns them to "pad" and "apple pie". And it is happening all the time. I notice that when older people might occasionally have been tempted to use *passer* with the accent on the second syllable, my son and his generation say "poser" and use the word more frequently. Plus ça change!

Tony Boreham

Compo Lit!

French literature essay writing

Rod Hares

For those embarking on a serious study of French literature as part of a post-O-level course, *Compo Lit!* offers practical advice on the writing of essays on the novel, the short story, poetry and drama. It shows how to tackle the context question and the background essay and also includes sections on the French cinema and press, as well as sample essays and a glossary of literary terms.

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BOOKS

CHILDREN'S LITERATURE

Fantastical

Legend. By David Gemmell.

Century £2.95 0 7126 0387 5.

Alanna: The First Adventure. By Tamara Pierce. Oxford University Press £5.95. 0 19 271502 X.

Behind the Attic Wall. By Sylvia Cassedy. Bodley Head £5.95. 0 370 30810 7.

The Druid's Tune. By O R Melling. Kestrel £6.50. 072 265916 4.

David Gemmell's novel about a besieged citadel's heroic stand against attack is in many respects a standard sword-and-sorcery fantasy—it finds no real room for women, for instance—yet it rises well above the usual run. It has pace, conviction, and a gritty, resolute vitality. These qualities derive, perhaps, from the circumstances of composition: Gemmell wrote the book as his own defence against the threat of cancer. The immensity of his own involvement in the problems of his imagined world comes through.

The writing is workmanlike, and though lightly spattered with the usual archaisms and inversions, plus a few idiosyncrasies ("pulse" as a verb, heavily overused), mercifully free of whimsy. The world itself is depicted only so far as is necessary to sustain the tale; Gemmell concentrates instead on his characters, and their response to fear, power and the possibility of death. Within the confines of his heroic view of battle, he manages to present an impressive range of action and reaction, with none of his main characters free of conflict or self-doubt. For instance Druss, the old warrior who travels to make his last

stand at the fortress, and drill the raw recruits into a fighting force, is shown as a man trapped by his own heroic legend.

The result is a book that will be enjoyed by Tolkien fans, who will detect, as so often, traces of Tolkien's influence, not always for the good. Gemmell tries, for instance, to escape from the notion that the enemy must be the epitome of evil, and it is largely Tolkien's example, it seems to me, that prevents him from doing so. His Nadir soldiers look, act and speak just like Tolkien's orcs.

Tamara Pierce's *Alanna: The First Adventure* has the trappings of fantasy—magical swords, supernatural opponents, an imagined feudal society—but it is really a school story in disguise. As the daughter of a noble family, Alanna should be packed off to the convent to learn magic. Instead, she changes places with her brother, calls herself Alanna, and trains to be a warrior, and though the smallest "boy" in the school, earns the affection and friendship of the handsome and up-right Prince Jonathan. Here, in a revealing echo of so many Edwardian incidents, is the prince confronting the school bully, who has been persecuting Alanna: "Jonathan spoke, his voice rose, you were warned Malven. You are no gentleman. You are a dog, and you shall be thrashed like one."

Alanna is a plucky heroine, drawn with humor and insight; readers will identify with her struggle for selfhood. But it would be a shame if Tamara Pierce, whose first novel this is, felt constrained by the implied promise in the title to produce more books about her. For the world she inhabits is a cut-price realm, whose lower classes, with their execrable mock-Irish accents, are likely to prove an embarrassment to the author in years to come.

Sylvia Cassedy's *Behind the Attic Wall* is also partly a school story, about a girl whose inner misery has translated itself into spite against the world. There is a splendid moment on her first day at a new school when she runs wild, and ends up cornered up a fire escape like a spitting cat, "realizing with some satisfaction that for the first

time ever she had managed to skip entirely the brief period when everyone would try to be nice."

The gaunt building in which Maggie lives was also once a school, though now the only inhabitants are her great aunts Harriet and Lillian, full of Victorian apothegms about health and happiness, but lacking the imagination to provide either of these for Maggie. The old schoolroom is locked up, with an air of mystery. Tiresome, wisecracking Uncle Morris, a frequent visitor, obviously knows more than he is saying. But when Maggie questions him about the strange voices she has begun to hear, he answers only in riddles and puns. She has to find out for herself the secret of the living dolls Timothy John and Miss Christabel.

For her picture of a resentful child learning to like herself, Sylvia Cassedy borrows— with acknowledgement—from *The Secret Garden*, but it is amusing and convincing for all that. How you take to O R Melling's *The Druid's Tune*, in which two Canadian teenagers travel back in time to the world of the Irish epic *Táin Bó Cuailgne*, depends on your ability to swallow sentences such as the following, after a fight: "Easy work," Cullan said to Jimmy. "I am in great form today." The book captures none of the savage poetry of its source. It is a routine re-hash of outworn conventions, highly reminiscent of many forgotten books of the early 1960s: the girl, for instance, still responds to her brother's joshing with "Of all the stuck-up, conceited pigs!" while he thinks "Girls! The impression of O R Melling's lacklustre prose is well illustrated by Queen Maeve's reaction to a huge tree trunk blocking her path: "In a fit of rage, she drew her sword and hacked at the great tree till it lay shattered in pieces on the ground."

Neil Philip

No easy jig-saw

The Development Puzzle. By Nancee Lui Fyson. Hodder with Centre for World Development Education £5.25. 340 34940 9

Much to their credit, more and more teachers are seeking to raise the issues of world development with their pupils. The issues may form part of lessons set aside for multicultural studies or world studies or science; they may be a by-product of discussions about the Third World or the environment. The Welsh even have an O level now in development studies. It is therefore for a large and growing constituency that Nancee Lui Fyson of the CWDE has prepared the latest edition of a standard sourcebook for ideas and materials.

The book is invaluable, not only for its lists of materials but for the practicality of its teaching suggestions, including the use of simulations, kits and scientific experiments which relate to how two-thirds of the world live. Any reservations are more to do with the extent to which the author and contributors answer the questions which naturally arise for children. The problem starts with the title. Is *The Development Puzzle* something we can do, like a jigsaw, or is it essentially insoluble? The point is significant, because the traditional view that "the poor will always be with us" undoubtedly still has adherents in the modern classroom.

Richard Bourne

Physics round-up

Physics Handbook. By Carl Nordling and Jonny Osterman. Chartwell-Bratt. £8.90. 0 86238 037 5.

In this country, compilations of physical constants by Professor W H J Childs, or Kaye and Laby (household words for any laboratory) and the like have ruled the roost for generations of students.

Chauvinism apart, they are unlikely to be displaced by this translation of a Swedish standard work, handy as it may be to have on the same shelf. Four sections deal with elementary constants and units, physical tables, physical formulae and diagrams, and mathematical formulae. The range is wide, and an unusually comprehensive index enables rapid access to any particular source.

In a worthy endeavour to make the work serviceable for readers at different levels ("the beginner as well as the more advanced student and professional physicist") the authors must have faced difficult questions of selection of material. In the event, the resulting compilation errs on the side of commission rather than omission. For example, in the mathematical

Many children have a streak of idealism, and quite good at empathising with the situations of others. But *The Development Puzzle* is not always as strong as it might be in helping a teacher answer the query, "What can I or Britain do to help?" It quotes the high proportion of new protein eaten by the rich countries of the North: does that mean that it would help the South, as seems to be actually happening, if more young Britons became vegetarians? It makes a valiant effort to compare poverty within Britain with poverty on a global scale, and implies that the North must make sacrifices if the South is to have a fair deal. Does this mean therefore that Britain's slide down the world's economic league tables has made any kind of contribution towards the South?

Every concerned reader will see points that beg for extension. For myself I would have liked more on the specific benefits of aid, more acknowledgment of societies which lie outside the cash economy and discussion of the effect of "development" on vulnerable ethnic groups; more recognition of cultural factors and debate about information flows in stimulating or inhibiting growth; more about Third World countries which unquestionably have made great strides over the last 20 years in spite of the obstacles— to stage where, like the Brazilian ornaments industry which is now helping sustain Iraq in the Gulf war, they can compete effectively in the most destructive business; and more about those clubs to which Britain belongs—the Commonwealth, United Nations and the EEC—which claim development among their ends.

But it is that kind of book. It makes one puzzle harder.



After *The Archers*, a Puffin. The Duke of Westminster introduces contributions from children's favourites—authors, illustrators, poets—in aid of the NSPCC's hundredth birthday. Faith Jacques here shows Lizzie Robb, flower-seller in 1884, whose life-style she briefly describes. *Hundreds* and *Hundreds* is edited by Peter Dickinson. (Puffin £1.25). Royalties to NSPCC.

Chris Devereux

Phaidon Brings Back a Classic THE PORTRAITS OF THE GREEKS

G. M. A. Richter

Abridged and revised by R. R. Smith

THE PORTRAITS OF THE GREEKS was published at the time of its first publication in three volumes in 1965 as possibly Giese Richter's greatest contribution to the study of Greek art. Two years before she died she began work on a single-volume abridged edition, and this has now been further revised and updated to include the fruits of academic research carried out since her death. The republication of this standard work will be welcomed by art historians and students of Classical antiquity throughout the world.

265 x 195 mm, 256 pp, 312 illustrations
0 7148 2326 0 July 1984 £25.00



Counter revolution

Marketing. By Maurice Smelt. Unilever Educational Booklet £1.00 for up to 5 copies. 0903544 13X. Introduction to Marketing. By John Frain. Macdonald and Evans £5.25. 0 7121 0969 2.

Behavioural Aspects of Marketing. By Keith Williams. Heinemann £6.95. 0 434 92300 1.

"The consumer is the beginning and end of marketing." So begins Maurice Smelt's lively new edition of *Marketing*, which is number four in Unilever's Introduction to Business Studies series, but it also adequately reflects the approach of the other books here. We really take it for granted that marketing should form an important part of a business studies syllabus in schools and colleges of further education, and yet, as the Unilever booklet shows, marketing does not exist by divine right. In many planned economies today, in many commodity markets, and in many product-oriented companies and in monopolized professions

the consumer plays a very small role in deciding what is produced. Marketing exists because people make it happen, and because many business organizations have drawn undoubted benefit from consumer orientation.

Unilever are clearly one such organization and their booklet draws on the wealth of experience that exists in such a multi-product company to illustrate in an imaginative way both the idea of marketing and marketing in action. With accompanying booklets on Market Research, Advertising and the Launch of Persil Automatic, Unilever provide teachers with some excellent classroom material which should act as a stimulus for more detailed study.

John Frain's *Introduction to Marketing* is designed very much with the consumer in mind in that it is tailored to the aims of the BEC courses. It concentrates on the structure of marketing—the distribution network, market research, marketing media, sales personnel etc.—and illustrates the working of the structure with a host of clear diagrams, worked examples and statistics. The book however

is not very forthcoming with detailed, student-centred, learning activities which are likely to form an important element in the teaching of marketing. A different approach to marketing is found in Keith Williams' *Behavioural Aspects of Marketing* where the focus is on the study of consumer behaviour in the tools and perspectives of such behavioural sciences as economics, sociology and psychology. Thus micro-segmentation and product planning is studied in terms of social influences which divide up consumers such as social class, culture, life styles and group norms. Is a similar way, advertising is analysed in terms of how it is used by marketers to influence the perception of human behaviour. By systematically studying human behaviour we are better able to understand marketing behaviour.

While produced for use in higher education, this book would provide teachers of A level business studies or BEC National courses with a useful resource.

Ian Cumber

RESOURCES

In March 1981 a third of Staffordshire high schools had one computer; this year all 83 have an average of 10 each and next year that is expected to rise to 16. In addition, the county's middle schools have at least two computers each and Staffordshire aims to get micros into its primary schools as fast as its teachers can be trained to handle them.

This sort of leap into the technological eighties is not unusual, following the initiatives of the Department of Trade and Industry and Microelectronics in Education Programme, but Staffordshire's jump has certainly been one of the most dramatic. What is also startling is the support and back-up which they have managed to provide for their schools.

"It is pointless to invest in hardware unless we put a lot of money into professional development," says Michael Grime, County Inspector for Educational Computing and Microelectronics. An authority's plans for the development of computing and microelectronics has also to take account of software provision and evaluation, training and advice and support for teachers. Staffordshire has provided this on an abundant scale.

And the cost to the county? About £4m over the four-year period for equipment, training, software and refurbishing of the rooms which accommodate the computers.

Mr R B Cant, MP, Chairman of the Education Committee and one of the prime movers behind the project, says that the county was persuaded that "in terms of understanding society and of new methods of teaching," this was the way forward. "This is above all an area which really motivates young people and we should respond."

Staffordshire's main hardware objective has been to install a computing room in all high schools. This has raised many practical problems in terms of finding rooms, furnishing them and rehousing the displaced subjects. The county has standardized on the RML 4802 and these are linked together in each computer room in a networked system which allows the teacher to feed software to individual machines and intervene in what the pupils are doing.

Putting the computers together in one room obviously mitigates against them being used naturally in the course of a lesson, but Michael Grime argues that this is the only way "to make practical activities work" in large schools. He emphasizes that the computer rooms are not a "computer studies" but a "schools resource". Moreover, it is theoretically possible

Leap into the eighties
Carolyn O'Grady visits Staffordshire where the progress in computer education has been dramatic

to unplug a computer and take it to another classroom.

The county's educational computing activities are coordinated from two floors of Staffordshire's formidable council building in Stoke-on-Trent. Here are Michael Grime's office, two computer-filled rooms where teachers come for in-service training, and a room where the nine advisory teachers can meet. There are rooms for the four programmers and systems analysts who form part of Staffordshire's own software development team. The county is recruiting several more programmers this year. Dotted round the centre, apart from the 100 or so computers, are various items of equipment which are being trialled before being lent out to schools. These include a Hantamex satellite signal receiver which will eventually be used mainly in geography lessons.

Apart from two-day courses at the centre for two teachers from each

school which takes advantage of the DTI primary and secondary schools schemes, Mr Grime hopes to give each teacher in the authority a two-day, on-site course to be run by the advisory teachers. There are about 15 other courses which teachers can attend at the centre, including "Teaching Computing Appreciation Courses", "RML Network Management", "CAL Evaluation and Specification", and "Microcomputers in the Secondary Curriculum". Courses aimed specifically at middle or secondary school headteachers and high school senior managers have also been organized.

The short-term aim is two teacher specialists in each school (not necessarily maths teachers), who will be a focal point for development in computing and microelectronics. "We need to continually update and retrain these people. But ultimately we want to get all teachers involved," says Mr Grime.

Teachers are also supported by nine advisory teachers—that number will go up to 12 this year—who give advice on all topics relating to computing and microelectronics.

Software provision in secondary schools in the county takes a number of forms. "Few teachers," says Mr Grime, "are able to write software on their own." It is more satisfactory, he argues, if they generate ideas and then work with a systems analyst, programmer and advisory teacher to implement them. In this way Staffordshire has so far produced about 25 programmes, copies of which are housed at the centre and are available to all schools.

A major problem, he says, is recruiting programmers. Educational programming requires different skills and qualities, he programmes with a special feel for education, and they are hard to find.

Staffordshire has also been buying and evaluating a large amount

of commercial software which is kept at the centre for teachers to try out. Numerous groups of subject teachers assess the programs and write evaluations for a catalogue which is kept at the centre. Already it has details of about 300 programs and another 150 are being tried out in schools before being added to it.

Michael Grime would like publishers to lend out evaluation copies but finds that most are too worried about breaches of copyright. "If only they would realize," he pleads, "that we need the publishers as much as they need us—we won't pirate copies." Licensing agreements, whereby purchasers are allowed to copy programs, are the natural next step in education, he argues. He is also highly critical of publishers who will not provide network versions of programs. "Certain programs can never be used with networks, for no authority is going to buy a copy of each program for every computer."

I visited St Margaret Wnd High School in Stoke-on-Trent, one of the many Staffordshire schools which now has a fully-equipped computer room. First formers were being given a taste of what they would be studying next year. The pupils were working at the computers, usually in pairs, sometimes on their own. The room was noisy but not one child looked bored or at a loss. Some were doing exercises to improve keyboard skills, others were accomplishing tasks set by their teachers using LOGO. Two girls were setting a robot arm to lift three plastic mugs while others followed a Big Trak round the floor. At a workbench a group were using equipment and workcards from the Microelectronics for All project to set up a simple circuit board to simulate a burglar alarm; elsewhere two boys were working at a music synthesizer.

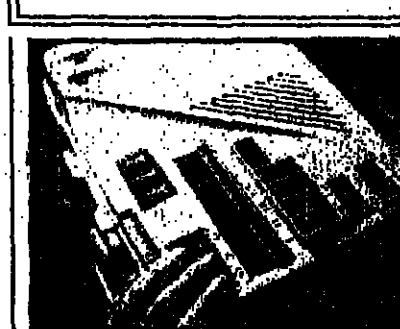
For the first two years of secondary school, children in most Staffordshire schools take a computer appreciation course which aims to provide a basic understanding of the nature of capabilities of microcomputers and of major developments in microtechnology. There is also a lot of emphasis on hands-on experience to develop confidence and skill in using the machines.

At St Margaret Ward pupils begin with the nearest a school can probably manage to total immersion: a nine-week course of six lessons a week—all in the computer room. This is how they remember what they learn and build up interest and motivation, says Mike Thompson, "but it's not enough." He would like to see an even more intensive introductory course.

notes

PADDO WHANNELAWARD
The British Film Institute's £1,000 Paddy Whannel Award for "educational initiatives in film and television" has gone to the Television History Workshop.

Philip Simpson, Head of BFI Education, said that the workshop's projects, which include the Channel 4 series "Making Cars" and "Woman to Woman", signified a radical departure in their experimental presentation of history through the testimonies of people in the community. He particularly praised their documentation on how to record history for its opening up of other forms.



On equal terms

In last week's article on the Barnard Sunley Computing Centre, we described the centre as belonging to the RNIB. There is, in fact, no connection with the RNIB. The centre and all its courses are run by the Royal National College for the Blind. We apologise for any confusion this may have caused.

RESOURCES/SOFTWARE

Beat the clock

Tense French
£9.95 for Spectrum 48K or BBC/B
Just A Moi
For BBC/B, Spectrum 48K, Commodore 64, £9.95; Dragon £11.95.
Sulis Software, 4 Church Street, Abbey Green, Bath BA1 1NL.

Computer software is now available for almost any subject area and, although we are still waiting for the perfect voice chip to help oral French, it is possible to practise certain linguistic skills.

Tense French aims to help you "know your verbs" and concentrates on 20 of the most common. The menu offered consists of different tests - on meanings, on one verb and on any number chosen from the list, in any one of eight different tenses. The list always varied but when the full 20 verbs were selected it was unfortunate that there was too much repetition.

The tenses are tested individually, and although the student is given the time taken, there is no "beat the clock". Thankfully for those of us who still feel that spelling matters, the lower case is used, allowing the student to put on accents from the red function keys.

Just A Moi is described as "a bilingual programme for learning over 500 useful and up-to-date French words". The format is quite different. You can opt for timed writing tests and two games, at three different speeds. There are five vocabulary areas to choose from, an English/French, French/English option, a scored or unscored version and you can decide whether to have sound or silence.

However, there are a number of problems. Upper case is used throughout, thus eliminating the availability of accents. In each option you are invited to indicate whether a word is masculine or feminine and to decide on the number but not position or type of any accents.

But one of the main drawbacks is the speed at which you are asked to spell/ply in level three. The time given is not realistic. When I first sampled the program the salesman said, "Don't try level 3, no one can do it!" So I had a go.

Example: English to French option English: Baker

At first attempt I got to BOUL and was then told "Too long" "Have another try". Since then I have managed to key in a few words in the time given. This is not a test of French spelling but of speed typing.

The degree of difficulty, whether you choose levels one or three is the same, the only difference is the speed at which you are asked to play. And the actual translation of some words caused problems.

Example: English SPICY French EPICE

But surely spicy is an adjective and therefore spelt épice?

If Tense French had a "games" element and more carefully monitored "random choice" it would be an excellent acquisition, although 20 verbs is a very small number. As for Just A Moi, I wonder how many words you retain when trying to beat the clock.

Jenny Hill

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MUSIC INTERVAL

Colin Wells on a music pack for aural practice

Aural 5
By Christopher Pearson
Disc for BBC Model B £14.95
Longman Micro Software

The Aural 5 pack consists of a computer program on a disc containing three separate sections, with an instruction booklet, all in the standard Longman Micro Software wallet/folder.

The program sections are designed to provide practice for students preparing for Grade 5 aural tests and for the aural element of O level and CSE Music examinations, and can be used by individuals, small groups, or a teacher with the whole class.

Section 1 presents a series of five tests requiring melodic or rhythmic memory. According to the user's choice, between two notes and nine notes are played twice, and then the user is requested to sing/whistle the melody or clap the rhythm before a final confirmatory playing.

The equivalent Royal School of Music Grade 5 aural tests are Test A1 for melodic memory, and Test C which includes rhythm memory. Study of the Associated Board aural test example booklet shows that this program differs in several respects, for example the melodic phrases in A1 vary between 6 notes and 12, are in major or minor keys, with a range of up to an octave, and are preceded by the key chord. For rhythmic phrases, the Associated Board booklet examples vary between 9 and 17 notes in length, and are in major or minor keys covering a range of pitch up to an octave. In contrast the maximum length allowed by this program is nine notes, in major keys only, with a range of only a fifth (C-G or G-D) and no key chord.

In particular the program difficulty, in terms of the number of notes to memorize, is significantly less than the standard shown by the Associated Board booklet, especially for rhythmic memory. While it may be attractive to maintain all inputs as single characters - thus imposing a maximum limit of nine - this should not be done at the expense of the required musical standards.

Other shortfalls in comparison to the definitive example booklet are that the program does not allow repeated notes (presumably because these would need a special separation routine as notes are played legato, ie smoothly with no gaps), and that the speed of presentation of some note patterns can be rather too fast, particularly for melodic memory, (as fast as three-twentieths of a second for the shortest notes).

Section 2 presents a series of harmonically played pairs of notes, and requires the user to pick out one of the notes and give the interval between them. The equivalent Associated Board test is A2.

In this program the lower note can vary between the Ab below Middle C to the D just above Middle C in order that random intervals up to an octave can be easily accommodated without making the top note too high. This means that small intervals are invariably low down in pitch, with possibly both notes of a Major 2nd being below Middle C, for example, which could be rather too low for some voices. By contrast the lowest pitch used in the Aural Test booklet is the B just below Middle C and small intervals are presented at a variety of pitches between this and Top D.

The equivalent Royal School of Music Grade 5 aural tests are Test A1 for melodic memory, and Test C which includes rhythm memory. Study of the Associated Board aural test example booklet shows that this program differs in several respects, for example the melodic phrases in A1 vary between 6 notes and 12, are in major or minor keys, with a range of up to an octave, and are preceded by the key chord. For rhythmic phrases, the Associated Board booklet examples vary between 9 and 17 notes in length, and are in major or minor keys covering a range of pitch up to an octave. In contrast the maximum length allowed by this program is nine notes, in major keys only, with a range of only a fifth (C-G or G-D) and no key chord.



In Section 3 a series of melodic pairs, of notes can be played - the first named as C, F or G and the second to be recognized and named by the user. The equivalent Associated Board test is B.

No key chord is first given as in the official Grade 5 test, and it would perhaps have been more informative and interesting if the illustrative examples available as a preamble to the test were varied between the keys as in the test, rather than all being from C.

I would also question the automatic addition of a flat sign to B when in the key of F, or the adding of a sharp sign to F when in the key of G. It is really

part of the test for students to realize that, for example, a perfect fourth above F is B flat and not B, and the program does not allow for checking this point and will accept a user's answer of B as correct. Again, perhaps this is an unfortunate result of wishing to retain a simple character answers only.

Technically the program is very robust with two minor exceptions: all alphabetic input throughout the program has to be in upper case letters. Perhaps an alphabetic input procedure could have been used to convert any lower case input to upper case to prevent the program "freezing" if the "caps lock" key is accidentally pressed.

Second, a phrase near the start of the program explains that pressing the ESCAPE key will return the user to the start of the current section. Unfortunately, if, as is not too unlikely, the user tries this out at that point, to see what happens, the program does return to the previous page as expected, but on subsequently returning to the page explaining the use of the ESCAPE key, the program will again loop back and keep looping back indefinitely as the ESCAPE test is not cleared.

It should perhaps also be mentioned that throughout the program a value of 53 in the SOUND instruction is used for Middle C, rather than the more accurate value of 52, although this would only upset students with perfect pitch.

Finally the documentation is clear and concise in both operational and technical details, with just minor errors that should have been picked up at proof reading stage.

For example: The program 1 description on page 2 contains the explanation "1, 2, 3, 4, 5, 6, 7, 8 or 9 notes being played" and on page three it explains that "the number keys 1, 2, 3, 4, 5, 6, 7, 8, 9 are needed to run program 2" (they are in fact required for all three programs).

Trials with pupils of the required musical level have indicated that the program is easy to use and is well liked. It has certainly provided them with valuable practice in aural skills which go a reasonable way towards Grade 5 standard.

In conclusion, as long as the differences between Aural 5 and the official Grade 5 aural test are understood, and the program used to complement live aural work of the required standard with a teacher, then the program has a valuable role to play, but the program should not be used as a substitute to this live training.

Maths magic

L - A Mathematical Adventure
Produced by the Association of Teachers of Mathematics
Disc for BBC Model B £10 including postage.
Association of Teachers of Mathematics, Kings Chambers, Queen St, Derby DE1 3QA

L - A Mathematical Adventure is a well designed program encouraging children to embark on a task in an organized fashion. It develops skills in mapping and drawing plans, without which it would be impossible to chart the confines of the decaying palace and grounds, within which the adventures take place. Many mathematical problems are posed which need to be solved in a variety of ways: informed guesses, logical deductions and looking for patterns.

The screen layout is clear and directions helpful, though there are no graphics. For example, when left of L is typed in to give a direction, the computer prints "I don't understand Left or Right". Try using compass directions! The descriptions of the various locations evoke perfectly the rather eerie atmosphere and give many clues to help develop the player's strategy.

The packaging is rather dull and the text not too easy to read but this does not seem to matter as the players will want to get on and use the program,

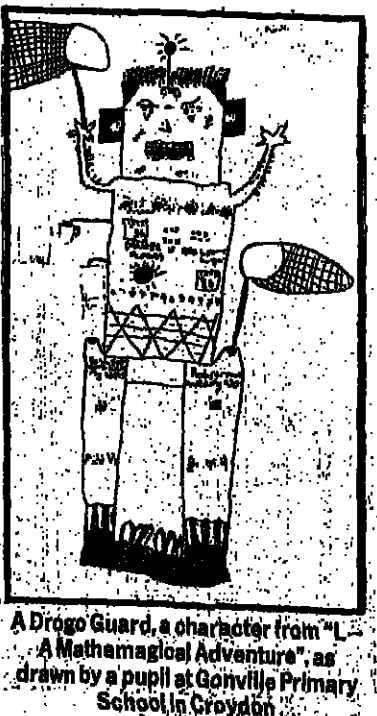
Some command words are given but there are more to be discovered. The SAVE command enabling children to save their position in the game will be invaluable. The explanation of how to retrieve this saved part of the adventure could be made clearer in the handbook. It fails to state that you need to load the program in the usual way and type LOAD while running it, in order to retrieve the saved position.

Children need to have a reading age of nine plus to get the most out of this program. It is best played in small groups, say three children, where it encourages mathematical discussion and logical reasoning. These are vital ingredients to a child's mathematical development and especially valid when they take place in the setting of an exciting adventure.

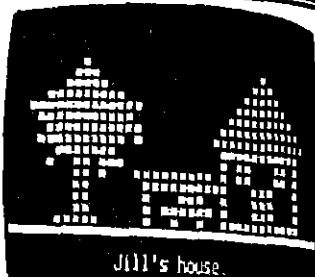
One drawback seems to be the length of time needed to play the game to a conclusion; it is in excess of three hours. As most primary classes only have the use of a computer for part of a day or at best one day a week, this implies that in a class of thirty, each child will only have hands-on experience once a term. Perhaps this is not so much a criticism of the program but of the woeful lack of provision in classrooms.

Some comments from children allowed to use L - A Mathematical Adventure during breaktimes: "Great program", "Exciting story with lots of variation", "It really makes you think", "It teaches you mathematical facts", "No it makes you find them out", and always "when can we come back to play again".

Betty Lumley



Drago Guard, a character from 'L - A Mathematical Adventure', as drawn by a pupil at Gwynville Primary School in Gwynedd.



Simple linearity

Author
Disc for BBC Model B £30 + VAT
Educational Software for Microcomputers, ESM Davy Computing Ltd, Duke Street, Walsby, Cambridgeshire PE13 2AE (tel: 0946 63441)

It is a truth universally acknowledged that while few teachers have any skill in programming, even fewer programmers have any understanding of educational aims and objectives. It would, therefore, seem that a piece of software which, in effect, does all the hard grind of programming for the teacher, leaving her only the problems of designing the pattern of information, questioning, reinforcement and correction which will best meet the educational needs of her pupils, would be a most valuable tool.

This is what Author claims to be. It is a simple editing system which provides a branching facility so that it is an easy matter to offer either multi-choice or free-choice questions to pupils (sending them either on or back according to their answers), to set time limits for answering, to award points for correct responses, and to log a pupil's progress through the course. It also encourages the uses of all the BBC B's Teletext facilities to make one's own learning programs more attractive.

It would seem as if all the teacher has to do is master a quite well-directed set of procedures and add her own educational know-how to produce, almost effortlessly, software far superior to her purposes to any on the market. Unfortunately, it will not work quite like this.

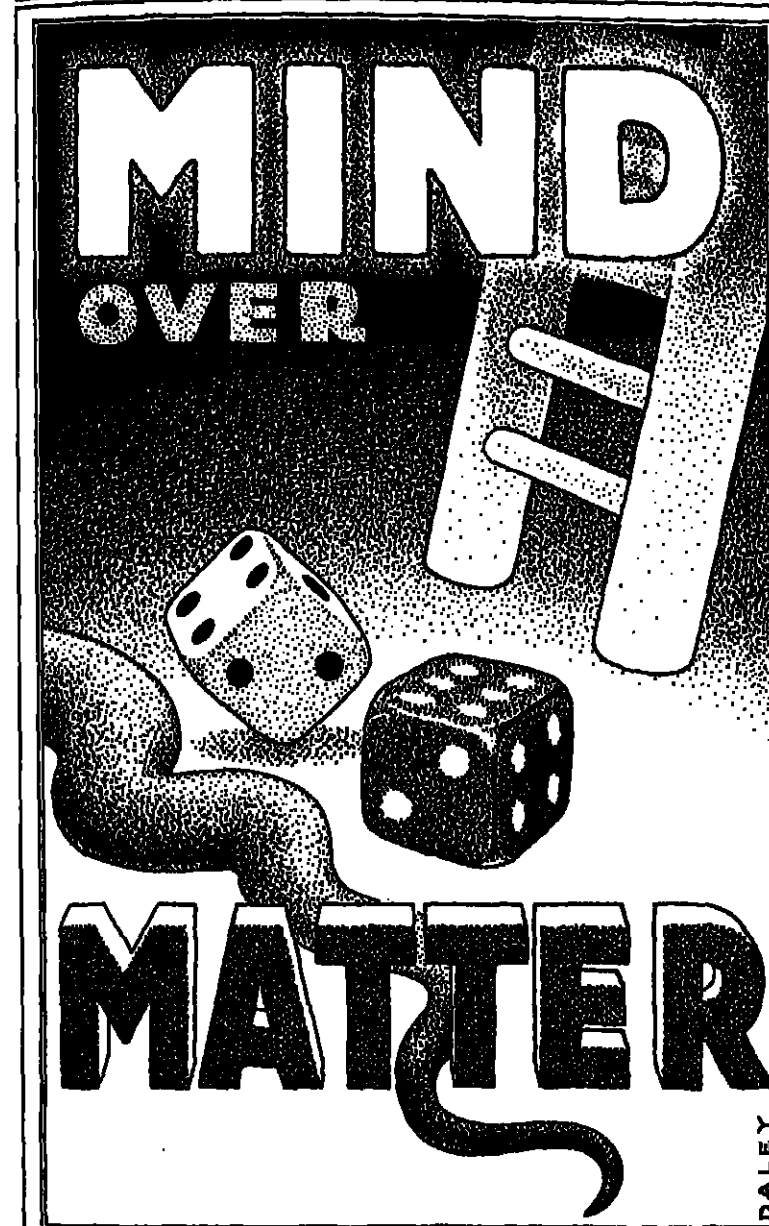
Mastery is not a great problem; the system is quite well documented, both on the disc which holds the BUILD and RUN programs, and in the accompanying booklet and key-check card, though like most material produced by those at ease with computers for those only trying to become so, it does not make clear enough how to retrieve errors or how to leave the work in the middle securely. However, this is easy enough to discover by experiment.

What is a much more serious limitation on the usefulness of the system is its inability to remember where it came from to reach a particular frame and to use this to determine where to go next. More technically, all it knows is one's position in a program, and not the history of how that position was attained.

What one wants to be able to do to use a class of histories to determine what to teach next. To provide a system to write learning programs that use such facilities would be considerably more difficult than anything attempted here. Thus, any learning program the teacher writes with Author will have the quality of intrinsic linearity which makes so much computer-assisted learning inadequate. The richness and flexibility that teachers want to get into their own learning programs cannot be attained with such meagre resources.

But this is not to say that Author may not have its use in the classroom. That very simple linearity which renders it inadequate for most teachers' purposes should make it admirably suited to what may well be one of the most important kinds of computer-assisted learning. That is, children should be able to use it themselves to make their own learning programs, perhaps the use of younger children, and the exercise of doing this is likely to implant whatever they teach deeply in their own consciousness. The publishers are aware of this possible application; they should have made it their principal, rather than a peripheral, selling point.

Audrey Laet



Joan Freeman looks at two series on the workings of the mind and the body

CONTINUING EDUCATION
All in the Mind
TV Thames, Monday 11.30pm
All in the Mind: Psychology In Action
Thames Methuen, 192pp, £4.95 (paper), £8.95 (cased).

The eminent psychologist Carl Miller horrified his colleagues, who bury their knowledge from the common gaze in statistics and jargon, by telling them to "give psychology away". And that is just what this series tries to do.

The widespread belief that the free circulation of psychological information can be abused to control others is firmly stamped on from the start.

Psychology is presented as giving everyone the opportunity for greater freedom from control and a source of increased self-responsibility. Martin Lucas and John Nicholson, the creators of the television series and co-editors of the book, have selected areas of the subject which are of concern to most people. These include social relationships, work, stress, intellectual development, mental health, the effects of the environment and criminal behaviour.

The programmes switch from a formal set, where the authority figures sit removed and rather higher than the semi-circle of carefully researched members of the public, to much more involving scenes in schools, homes,

hospitals and workplaces. The discussions are, however, well done and hold the interest.

Though well based on photographs, the book based on the programmes seems to have a more serious approach which could make it an excellent introductory text for pupils considering any GCE or under-graduate psychology courses. It would also be a valuable extra text for those currently in teacher training, not to mention those who have passed through it.

Both the TV programmes and the book involve the audience, not only by providing information, but also questions, answers and practical suggestions. The interviewer asks, for example, whether friendship is really like playing the piano. It seems so. The procedures by which to practise this art are clearly presented to help you improve your relationships, such as in conversation, where it is a good idea to impart feelings rather than cold facts, enable the other person to start talking, know when to stop talking yourself, then bring the conversation skilfully to a close.

The primary lesson for schools is that children will learn better when they are listening actively, not trying to remember what they have been told. Teachers cannot create learning, but they can facilitate it: only the learner learns. Although a modicum of anxiety is helpful to learning, too much destroys it. Learning is a risky business, constantly moving away from the familiar into the unknown, so schools should have a "safe" atmosphere where the inhibiting fear of failure is kept in abeyance. Teachers who pay attention to the children's feelings are practising good educational psychology.

The description of prejudice explains how people do not always know either when they are being discriminated against or when they are being prejudiced. In view of the fact that around half the registered psychologists are women, it is poignant to find that in the book written by men (which mirrors the programmes), all the interviews are by men of men, and of the 28 psychologists whose work is mentioned, only four are women. I quote: "Those who study it (psychology) are studying themselves", and suggest the authors take note.

That aside, both the programmes and the book are well worth catching. They are beautifully produced and edited, and succeed in putting a lot of intricately tangled psychological strands together into a clear and workable whole.

CONTINUING EDUCATION
Can You Avoid Cancer?
A guide to reducing your risks
BBC1, Thursday 11.15pm.

Health education in schools is rarely provided with either the time or resources to make the impact it should.

Although commercial enterprises do sometimes supply good teaching aids, they find it hard to compete with the smooth professionalism of advertising or television, which makes this free first-class series particularly welcome.

The five programmes follow an effective teaching style. In the first, the whole subject is surveyed; excellent diagrams show what a cancer is, photographs help you to look out for early warning signs, and you are introduced to happy people who have been cured by medical means. Preventive measures are described in terms of what we know for sure and what we suspect are carcinogens. Then each subsequent programme takes one of these aspects, enlarges on it and summarizes the whole message again. Thus if attention wanders, all is not lost. There is also a free booklet available from the Health Education Council.

The producer has coped admirably with the difficult balance between getting through to viewers, who are often in fear of cancer, that they should change risky health habits, yet offering them the reassurance that most people don't get it. A humane, optimistic and practical approach is given by the presenter, Dr Michael O'Donnell, us, for example, when he explains that you can't catch cancer, and so you should get close to sufferers to comfort them.

However, cancer is now the second-largest cause of death in Britain and, as almost a third of them have been induced by tobacco smoke, they are entirely preventable. Programme two on smoking should be seen in every school, including the primaries. It shows Glasgow children learning about the effects of smoke on lung tissue as part of the city's anti-smoking campaign. In spite of the fact that the Government spends £2.5m in this kind of endeavour compared with the £100m expended by promoters of smoking, the tide is turning, and there are now less smokers than non-smokers.

The third programme on industrial carcinogens is perhaps of less interest to schools, but the fourth on food is very important as food may be responsible for a further third of cancers. Members of a family are shown changing their consumption to a more fibrous "prudent diet" which appears to be simple and attractive. The last programme is concerned with what you can do if you suspect you've got cancer.

Although the series has been designed for the average viewer and is being shown late (it will be reshowed later in the year), it is of sufficient importance to be recorded and kept by all schools. The health messages are clear and should carry over from this specific area to stimulate interest in general health. It can only do good.

Free booklet, Can You Avoid Cancer?, available from the Health Education, PO Box 419, London SE99.

briefings radio & tv Open University

WHICH TEST TO USE
(Saturday 07.10, BBC1)
The first of a pair of programmes on "Statistics in Society" demonstrates the ideas of statistical inference and confidence intervals. The Mann-Whitney test and the Wilcoxon Matched-pairs test are applied to two sorts of energy data.

LEARNING IN GROUPS
(Saturday 08.05, BBC2)
An examination of group learning with particular reference to the creation of the right atmosphere for a group to learn how to cope with stress.

A MATTER OF COURSE
(Sun 07.40, Tues 17.10, BBC2)
This programme in the series "Management in post-compulsory education" looks at a college submission to the CNA for course validation of a diploma in radio journalism.

Continuing education and general interest

THE GAMES IN QUESTION
(Friday July 6, 19.30, C4)
A series placing the Olympic Games in their historical context uses interviews, archive film and specially-shot sequences to build the story of the modern games. Investigates here the ideas of the founder Baron de Coubertin.

IDOMENEO
(Sunday 14.20, C4)
The New York Metropolitan Opera's production of Mozart's work is directed by Jean-Pierre Ponnelle with Luciano Pavarotti in the title role.

BACK ON COURSE
(Sunday 17.00, Friday 23.00, VHF4)
Margaret Korving presents this second series of programmes for those wanting to start out on a new kind of job.

MAKING A SPLASH
(Sunday 21.50, C4)
A film by Peter Greenaway introducing the medium of water in its various guises. Shows how man's fear of drowning has led to his mastery of the art of swimming.

ANCIENT MEDICINE
(Tuesday 20.15, Radio 3)
Mark Geller of London University explains how his research at the British Museum has caused him to believe that modern medicine should be dated from the Babylonians, not from the Greeks.

THE WORLD: A TELEVISION HISTORY
(Wednesday 18.00, C4)
This series of 10 programmes takes us from the end of the ancient world through to the emergence of new civilizations around the sixteenth century.

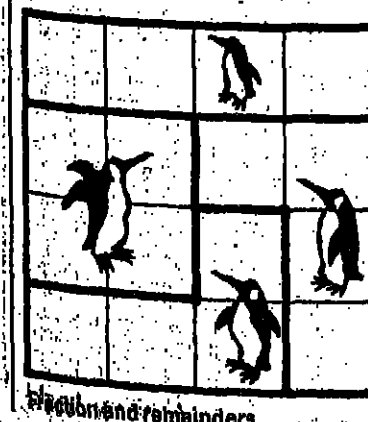
PLATO TO NATO
(Thursday 23.00, VHF4)
This series on the history of political thought focuses here on the influence of St Augustine and Thomas Aquinas.

Andrew Rothery

Muddleville mathematics

RADIOVISION
Maths - with a Story!
BBC Radio 4 VHF
Tuesdays 2.20pm.
Two filmstrips £5.40 each
Book £2.10 available from BBC Publications.

The BBC has launched a second series of Maths with a Story! This term. The first series, reviewed in these columns in 1980, has enjoyed a successful run. Indeed it can now be purchased as a complete package from the BBC.



The new series follows the same format and is just as good. Six of the eight broadcasts are entertaining dramatized stories. These are again set in Muddleville-by-the-Sea, but some new characters make their appearance, and the sinister Count Backwards has now installed a computer in his castle.

The stories are amusing and appeal to the target age group of eight to 10-year-olds. Each one illustrates a particular mathematical point and serves as an introduction to a dozen or so activities described in Shirley Stewart's accompanying book. Broadly speaking these are a well-chosen selection of practical tasks in geometry or number investigations.

Worksheets needed for some of the activities are printed on the pages and may be photocopied for use with your pupils. This is a very helpful service. Two of the eight broadcasts, where the radiovision programmes, where the broadcast is in fact a commentary to work alongside a filmstrip of about 30 excellent colour photographs.

The first one covers straight line shapes. The photographs start off showing scenes from Wimbledon and illustrate certain ideas about straight lines. We even hear a few words from McEnroe about the inside and outside of a particular line. As well as the

commentator's voice, use is made of relevant sounds and music. Further pictures show us Parliament, soldiers, shadows, railways and towers, and demonstrate the principles behind ideas such as "parallel" and "perpendicular". The Leaning Tower of Pisa illustrates non-perpendicularity and the Pentagon itself appears as a guest pentagon.

In both filmstrips the pictures are of real life scenes rather than geometrical diagrams. They would be very good to produce on an amateur basis and are a valuable resource. The second filmstrip features carved shapes, with pictures containing funfair, circus and fireworks scenes.

The story programmes cover a range of topics. The first is about fractions largely related to fractions of shapes. The second is an interesting scene that of ordering and logical thinking something not common in Muddleville. The activities bring together a variety of different mathematical situations where the order in which you do things matters. A chess championship serves as an introduction to work on squares and square numbers. There is a topic devoted to area and another devoted to number properties and puzzles. The final programme is about problem solving and the activities suggest various extended puzzles and short investigations.

The whole package is best used by first recording the programmes. Then the material can be taken up at a suitable opportunity alongside the normal lessons for these topics. The activities, photographs and worksheets are, of course, welcome supplementary materials at any time.

This second series will be just as popular as the first, if you are unfamiliar with the Maths with a Story! package, do look out for its repeat broadcast next year. It will hopefully become a regular feature of the BBC's programme for the next few years.

4 Television Programme Recording

Titles Available for Week Commencing Sunday 8th July 1984.

Tuesday July 10
18.30 Design Matters: Learning & Caring
see code C
Wednesday July 11
20.30 Diverse Reports see code B
Thursday July 12
17.30 Start Here... The Invisible Force
see code D
18.00 What A Picture! Travelling Light
see code C

18.30 Today's History: The Making of American Presidents - Part 1 see code D
20.00 Pushing The Limits: Sierra 4 Charlie Has Landed see code C
Friday July 13
20.10 A Week in Politics see code B
For More Information Contact
TV Recording Licence Dept.
GUILD LEARNING
Guild House Peterborough PE2 9PZ
Telephone (0733) 631122



Barry Fox looks at the track record of videodiscs – from John Logie Baird's 78rpm to the latest from Japan

Please make cheques payable to Times Newspapers Limited and send this coupon to Frances Goddard, The Times Supplements, Friary House, St John's Lane, London EC1M 4BX.
Prices include postage within the UK but not Red Star or hand delivery.

Information Technology
In March, the THES published its second feature on IT. This includes articles on digital drawing-boards, geographical data siting and other valuable information. First published in THES in March 1984. Price 28p.

Modern Language Teaching
Computers
School Travel
School Visits
YTS
Leverhulme Report
BTECH Education
Review of 1983
Peer Review (I)
Peer Review (II)
Information Technology

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Adult Education
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Associated Institutes
Heads of Department
Youth and Community
Service
Overseas Appointments

Administration
Local Education Authority
Administration General
Child Care
Educational Psychologists
Examiners
Miscellaneous
Outdoor Education
English as a Foreign Language
English as a Second Language

Educational Courses
Tuition
Personal
Announcements
For Sale and Wanted
Holidays and
Accommodation
Home Exchange Holidays
Partnerships
Properties for Sale
and Wanted

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The Times Educational Supplement, Priory House,
St. John's Lane, London EC1M 4BX.
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Classified Display £11.40 per s.c. (min. 9.5cm £216.00).
Box number facility £4.00.
Copy deadline (space permitting) Monday preceding Friday of
publication.
Corrections deadline 10.30am Tuesday preceding Friday of
publication.
Cancellation deadline 4.30pm Monday preceding Friday of
publication.

Other Appointments

BEDFORDSHIRE
NORTHERN AREA
ST JOSEPH'S RC LOWER
SCHOOL
Required for September 1984,
an experienced Nursery
Teacher, scale one or scale
two.
See under Nursery Scale 1.
(07254) 100026

BEDFORDSHIRE
NORTHERN AREA
ST. JOSEPH'S R C CLOWEY
Chester Road, Bedford MK40
1BX
Head: Sister S. Mulligan
Tel: Bedford 54055
5 & 9 Co-educational Lower
School, number on roll: 300
Required for September 1984,
and September 1985. Nursery
Teacher, scale one or scale
two, for a suitably qualified
and experienced candidate.
Application forms and
further details from the Head-
mistress, are please.
(07955) apply immediately. 100086

[illegible]

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Derby Road, Long Eaton,
Nottingham NG10 4BQ
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obtained from and re-
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school. Scale 1 plus Outer
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Application forms available
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from and returnable to Head
teacher.
Ref: PAS/860, 107584. 10083

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PRIMARY SCHOOL
Camerton, Bath BA3 1PS
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1985
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July, from Director of Educa-
tion, PO Box 57, Avon House
North, St James Barton, Brist-
ol BS99 7BB. Please enclose
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(1448)

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HUNTINGDON AREA
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SCHOOL
Ashboach Road, Ramsey,
Cams.
Applications are invited
for the HEADSHIP of this
Group 2 Primary school.
This is a re-advertise-
ment. Previous applicants
will be automatically re-
considered.
Application forms and
further details from the
Senior Area Education
Officer, Gleny Road,
Princes Street, Hunting-
don, Cambs. PE18 6NS.
Closing date: 24th July.
(16565) 11009

EVON
 Please see displayed advertisement on Page 61. (07269)
 110010

DORSET
RE-ADVERTISEMENT
STANLEY GREEN FIRST
SCHOOL
Oakfield Road, Poole
(see page 5 S. 305 on roll)
Required January 1985.
HEAD TEACHER - GROUP 5
Application forms and
further details from the Staf-
fing Officer, Eastern Area
Education Office, Portsmouth
1, Richmond Hill, Bour-
ne-mouth DORSET, or person
of s.a.o. Previous applicants
will automatically be re-considered.
Closing date 16th July
1984. (16304) 110010

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MOUNTEBLOOM FIRST
SCHOOL
Hilledale, Mountebloomh.
Grades 1-5 40H
Roll: 335
Required from January 1st
to August 1st of each year
Group 6 school. This is a so-
cial studies school.
Proposals have been agreed
for the re-organization of
the school in the Brighton and
Hove area from September
1977. The transfer to second-
ary education will be
rather than the present 12-
13.
Relocation grants available
in approved cases.
Application form (see
p1589) from and returnable
to the County Education
Office, 100, High Street,
Hull, St. Anna's Crescent,
Leeds, LS1 4JH. Not in use
July 20th. (06958) 110010

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LATIMER JUNIOR SCHOOL
Latimer Road, Cinderford,
Glos.
219 on roll, 7 to 11 years
Head Teacher Group 5 re-
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Forms and further details
from: Chief Education Officer,
Shire Hall, Gloucester (En-
closure S.A.E.). (08665) 110010

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SCHOOL
 Water Lane, Didden Purlieu,
 Southampton
 N. 43 110 approx.
HEADTEACHER Group 5
School
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 Lynton. Tel: Lynton
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 Closing date: 13th July
 1984. Tel: 0545 110

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SMANNELL & ENHAM C.E.
(AIDED) PRIMARY SCHOOL
Smannell, Andover SP1 1JH
Group 2 - Headteacher
S.A.S. for application
further details from
Education Officer,
Alliance House, 41
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Hants.
Closing date for receipt of
unmpleted applications
July, 1984. (16534) 16001

HAMPSHIRE
WILLIAM GILPIN C.E.
AIDED PRIMARY SCHOOL
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 N.C.O.R. 60 approx.
HEADTEACHER. Group 1
 School
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 to £10,836
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Reflecting a living culture

Kipps Horn considers the significance of music-making in post-industrial society

The past ten years have seen a vast re-evaluation of the role and value of music in schools. Thanks are due largely to the teachers, composers and performers who took part in the national debate encouraged by the Schools Council music projects.

During this time music teachers have addressed themselves to the need to encourage and develop music-making appropriate for a majority of our school children. And yet who, in the late 1960s could have foreseen the extent of social change brought about by the present technological revolution, and therefore the significance of music-making to a post-industrial society?

Accepting the supposition that school curricula are focused on historical perspectives, we might wonder how music teachers could have had the foresight to prepare students for a future in which accepted notions of work and leisure would have changed so radically and therefore need to be examined.

In order for contemporary music-making to remain relevant it is my contention that we need to put it in a cultural context. And music-making cannot be divorced from this context unless we choose to reinforce

abstract notion of music in our society and thus confirm an elitist label frequently attributed to music-making in our so-called "civilized" cultures: one seemingly encouraged by the rock and pop industry, symphonic and orchestral institutions.

It could be argued that since the Renaissance we have increasingly forced a division between amateur and professional music-making (music for "leisure" and "serious" music-making) and in as much that school curricula reflect social needs/demands, music teachers are pressured into dancing to the music of a societal drum. In our case curricula resources often reflect the amateur-professional dichotomy in the labels "the musically gifted child" and "classroom music-making".

The distinction made between amateur and professional musicians (apart from certain levels of technical and interpretive skills, a distinction which in many cases is fluid) seems partly to be focused on whether or not a musician is in receipt of material acquisition (in the form of wage/salary): a reward for the notion of a "job". However, it could be maintained that both groups of music-makers are involved in a "serious work" activity and not merely as mirrors or receivers of leisure.

The increasing rhetoric announcing the dawn of an age of leisure might also be seen to be based on a false premise: the increased leisure activities for an increasing population with "free" time will be an adequate means of occupation. Surely this cannot be so. Could we not recognize that the musical art is associated activities of school students and might illustrate a means of "useful" occupation and serious "work" activities which could form part of a positive life-style relevant to a post-industrial era?

To do this it is important for music teachers whilst questioning their sociological significance of music-making, to re-define concepts of job, work and leisure. First, it could be maintained that "work" involves actions in general (of a person), doing, deeds, action directed at definite ends. The "job" is a piece of work done for profit or with specific work objectives, or with specific terminology to "do out" work" is to be jobless but not necessarily "workless".

Equally important are the moral values we attribute to "work" and reward. Society is more likely to regard as "usefully" employed those involved in the product-consumption market than workers involved in non-

profit producing activities. Furthermore, those people seen not to be wage earners suffer the sanction of minimal financial assistance, thus denying them the potentiality of material acquisition, usually regarded as the "workers' reward."

How do we perceive leisure? In industrial societies it seems to entail a period of time not directed towards the production of those things necessary for one's existence, related to a converse philosophy of work for the sake of work; and yet this was not always the case. In pre-industrial societies the division between work and non-work was not so clearly defined. It could be argued that leisure has become a time commodity that can be bought as a wage-earner's reward. However, it is also true that leisure is now being used, for the nature of leisure itself seems to be connected with recreational indulgence rather than participation in creative activity.

It could be maintained that we have fragmented and compartmentalized man's potentialities in order to serve the ethos of materialism; thus creating the thought (the exercise of the imagination involving the imagination) as a choice has become intrinsically in conflict with an environment which is largely functionally delineated, stereotyped and limited.

Part of this conflict seems to be reflected in the opposition between work and leisure. It is likely that many of our students will no longer be part of the product-consumer market, nor maintain, will they be members of one of the assured classes, for an increasing number of young people who suffer unemployment means an increasing number of young people who have no leisure! Being unemployed and having no leisure are the same thing. This perhaps why we must re-establish the notion of music-making as a "serious" work activity (particularly rock and pop music-making, the prime music language of young people) in schools and the communities we serve.

Much has been said and written about the importance of creative processes to how we come to make sense of our lives but it is appropriate to recall some of these points. The majority of our students are destined to MASC vocational training schemes at leaving school (whether or not the school itself is considered to have an attitude towards notions of work and leisure is debatable) therefore it is important for music teachers to assess the value of music-making in an ever changing social environment. What are the skills currently considered to be "useful" and how might music-making be seen as a means for the acquisition of these skills? In 1981, members of the Undergraduate Institute for the Study of Learning and Education offered the following

CBI, listed the following needs and skills which they felt were relevant to contemporary industrial and technological practices:

1. The ability to work, consistently, quickly and accurately.
2. Good written and oral communications.
3. Flexibility and adaptability - willingness to accept change.
4. Spatial, mathematical and computer skills.
5. Motor skills - coordination and control.
6. Cooperation - the ability to work as a team.
7. Self-awareness and confidence.
8. Marshalling relevant information to make decisions.
9. The ability to use initiative in the absence of set procedures - to be able to think and create.
10. The desire to do a good job.

We do not have the space in an article of this length to examine in detail the functional and qualitative skills that can be acquired through participation in music-making, suffice it to say that it is not difficult to see how the list corresponds with those skills we know can be acquired through participation in the creative processes involved in music-making. Rock bands, classroom groups, orchestras and choirs are all models for the development of inventiveness, motor skills, adaptability and flexibility.

Recently I completed some research on the attitudes and skills of school leavers and unemployed youngsters towards music-making in Sunderland, Birmingham and London. Sadly, the majority of these young people rarely recalled positive musical experiences at school and yet are now involved in music-making at all levels with a passion and commitment reflected in the following young punk's observation: "We have no jobs. We don't go home after a day's work and listen to records. Our music is more than a job and more than a leisure activity. It is a way of life. We use music as self-expression and to do with finding yourself. Being in a band is almost a kind of rebellion about being unemployed and receiving a pittance on the dole. Society, particularly those people in power, don't realize that what we do involves a lot of hard work. They don't see that we might have something to say."

It is not that music teachers, composers and performers, instead of following in a rearguard action, at last can be involved on the front-line of change by emphasizing the serious work value of music-making.

There are those who might protest, "that they have always treated the art seriously." That is not in question. The divorcing of art from our daily lives

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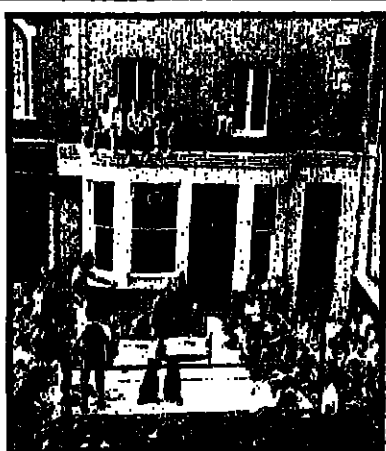
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Reflecting a living culture

and its subsequent "other worldliness" label, is. In addressing the question music teachers are faced with two immediate problems: first, the present examination system and second, lack of resources. If we must have examinations, let them be relevant to the needs of a broader spectrum of candidates. Present "O" and "A" level examinations preclude the majority of our students. I confess, after ten years of teaching "A" level music I feel increasingly like a traitor to many students, who after five years or more of writing and performing their own music (as well as others), groan under the rules of pastiche Baroque and Classical composition.

We may well also ask whether or not the "age of Orff" is dead. In an age when our students use the language of new technology as a matter of routine and hear its use in rock and pop music, why are we not pressing for the relevant electronic equipment needed to realize basic requirements of our job at the end of the twentieth century?

Those who would argue that habitual cultural values can only be changed over a period of time, involving a slow development of an awareness of the nature of change, may find the suggestions outlined in this article idealistic. On the other hand, it is my contention that social change moves at a pace so rapid that its consequences are already upon us and those members of society most keenly exposed to the challenge appear to be our young people. I believe that music-making can indeed be a means for acquiring "useful" and qualitative skills which reflect a "lived" culture rather than an idealised and leisure orientated image of culture. Furthermore, it might be suggested the "lived" culture embodies more closely the nature of the needs of a post-industrial society than those values largely associated with Western industrial work ethics.

(A more detailed argument of the ideas contained in this article can be read in the July issue of the *British Journal of Music Education*.)

Klips Horns is a music specialist at the Trinity School, Leamington spa, and joint editor of "Centre" the magazine for the Midlands Centre for Music in Schools, based at Birmingham Polytechnic.

Finchcocks festival

The Finchcocks Festival at the Living Museum of Music at Goudhurst, Kent, which starts on September 7, features music specially written for early keyboard instruments.

It will be played on the museum's collection of historical harpsichords, chamber organs and early pianos which is owned by concert pianist Richard Burnett. Finchcocks itself, a fine example of Georgian baroque architecture dating from 1725, with high ceilings and oak panelling, provides the ideal setting.

In addition to eight evening concerts, there will be two special workshop sessions for schools on September 28; these will be run by players and craftsmen from the Southern Early Music Forum. The final concert on October 6 will be a recital by local young performers.

Further details from Finchcocks, Goudhurst, Kent TN17 1HE. Tel 0580 211702.

GT

Play away

As summer schools draw near, Michael Proctor examines other residential opportunities for adult musicians

The British adult amateur musician is provided with a wealth of opportunities for playing or singing which are the envy of many countries: the National Federation of Music Societies includes more than 1,100 performing or concert societies, and there are many more unaffiliated choral societies, small choirs, orchestras and chamber music groups as well as church choirs, town bands, and more informal groups who meet just for fun.

But the pattern of weekly rehearsals typical of nearly all amateur music is not without its disadvantages - getting to the rehearsal after a day at work and a rushed supper (not to mention children), transport or parking problems, the frustration of finding that others arrive late, without their music, or not at all. It relies for its success either on the individual's practising during the week or on the collective patience of those who listen to each other's identical mistakes week after week, and the socializing which is essential, among those who seek the intimacy of joint music-making, falls victim to transport, babysitting and even accommodation difficulties.

Small wonder, then, that so many summer schools now cater for those who want their music-making to be more satisfying: intensive work, in the "age of Orff" is dead. In an age when our students use the language of new technology as a matter of routine and hear its use in rock and pop music, why are we not pressing for the relevant electronic equipment needed to realize basic requirements of our job at the end of the twentieth century?

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GT



Stan Reynolds' big band courses at Hitchin. June 1982. Photos: Michael Proctor

With its modern concert hall, opened by Yehudi Menuhin in 1977, and a very large library of music, "Benslow" provides a unique centre for amateur players and singers of all standards - and it shares the reputation of most adult colleges for excellent food and beautiful grounds. With demand for courses so great that the annual programme now has a 15-month cycle, the Association is already preparing for a further building development to increase the number of beds and practice rooms.

The Association also publishes, jointly with the European String Teachers Association, lists of graded music for string class teaching, and the complete "Benslow" programme, from RMSA, Little Benslow Hills, Hitchin, Herts SG4 9RB.

At the same time, the opportunities for informal discussion in the bar or over meals, or for private practice in a quiet bedroom, add dimensions which a weekly session cannot match. Most of the adult colleges now belong to the recently formed Adult Residential Colleges Association (details below). The requirements of a music course are such that the range offered by most colleges is limited; few can provide the number of rooms needed for a chamber music course, or a large enough room for an orchestra, while the provision of an adequate music library is both expensive and time-consuming. One college, however, is unique in providing only courses for musicians.

Little Benslow Hills, Hitchin was for 30 years the headquarters of the Rural Music Schools Association, an independent educational charity. In the last five years it has been extensively redeveloped as a residential course centre entirely for adult musicians, and it now provides more than 50 courses a year in chamber music, choir, orchestra, recorder, early music, jazz, piano and accompaniment, solo singing, guitar, viol consort, Alexander Technique, musicianship etc. Its programme also offers two International Summer Schools for young musicians (aged 16-30), one Anglo-French (in France this year) and one Anglo-German (this year in England, at Westcombe School), a series of Sixth Form Conferences which provide intensive background study and practical work for A level students, and courses for teachers.

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A summer madrigal course at Little Benslow Hills.

A list of residential colleges is available free from ARCA/NIAEC, 196 de Montfort Street, Leicester LE1 7GE; the National Institute of Adult and Continuing Education also publishes the well-known *Calendar* of short residential courses, which includes those organised by Field Studies Centres etc., and a number of summer schools: this is available for 90p including postage from the same address. Comprehensive lists of music summer schools are published early each year in *Classical Music* magazine (Rhinegold Publishing, 52A Portland Street, London WC2E 9DA) and *Music Teacher* magazine (Scholastic Publications, 10 Earham Street, London WC2H 9LN).

Details of local adult education classes are normally available in your library or from the county education offices; the library or county music adviser can usually provide details of local choirs and orchestras, or you may have a local Arts Council who will have a list. Regional Arts Associations sometimes have details, but are mainly concerned with professional arts provision.

Michael Proctor LRAM ARCM is Director of Rural Music Schools Association. A singer by training he is a well-known choir-trainer and conductor, and directs courses especially in renaissance music.

trained singer and oboist, and all the other teachers took an intensive course to qualify in the method.

Parents have to attend lessons, which last an hour. For most this is a rewarding if time-consuming commitment since they are pleased to provide encouragement and help. It also enables them to monitor practice at home. The cost is about £40 per term plus music - there are four gaily illustrated books - and a magnetic board on which even the youngest children can "write" notes on staves.

After their first year, all the children I watched would have an asset to any choir and they could read and play simple music fluently. Technical virtuosity is not the aim at this stage. That music had also become an integral part of their lives was confirmed by a mother who proudly related her son's comment on a passing ambulance. "Listen," he had exclaimed excitedly. "It's singing: Mi Doh, Mi Doh, Mi Doh."

This undoubtedly helps to train the children's ear. In fact my own sense of pitch has improved a great deal too," Holly told me. A conventionally-



Aulos 30 YEARS ON!

In 1969 Aulos descendant recorders first came to England although Aulos had been manufacturing recorders since 1954. Fletcher Coppock and Newman Ltd., the importers and exclusive U.K. distributors were concerned with finding out whether these new recorders would be acceptable to the music teachers in our schools.

In those days there was a music education publication called "Living Music" edited by a public relations expert called Dick Sadler. This paper was very popular among the teachers who respected Dick Sadler's ideas. The magazine was, in effect, a public relations publication for the music industry. Dick Sadler was an enthusiast for anything associated with music education, so it was natural that FCN called on him to find some way of testing the new Aulos recorders before they went to the dealers.

Dick Sadler asked the Music Adviser of the London Borough of Haverling, Norman Dennatt, if the recorders could be tested in one of the schools in the Borough, and Mr. Dennatt arranged for the test to take place in Rainham Junior School. The music teacher there, Derek Lindo, is a well known recorder recitalist.

Twelve Aulos recorders were given to twelve children who were good players, and they were asked to play a tune on their own recorders (a mixed bag) and then on the new Aulos recorders. There was no doubt that the Aulos recorders sounded better, with a more homogeneous sound, and the children also found them easier to play and certainly preferred them. Derek Lindo then hid behind the piano and played his own, expensive, wooden recorder, followed by the same tune on an Aulos, none of the children could tell which was which. The other teachers, Norman Dennatt and Dick Sadler also found it difficult to differentiate between the recorders.

One Aulos recorder was then given to a class of boys, who were invited to try and break it. They had such fun, throwing it against a wall, jumping on it and blitting it on the table with it, of course, their teacher told them that this was exceptional procedure and not to be encouraged as the normal course of events. Eventually a tiny piece of the white decoration broke off the bottom of the recorder - and that was the sole amount of damage it sustained!

On the strength of this try-out, FCN decided to put the Aulos recorders on the market and the rest is history... Almost immediately they caught on and were sold to schools all over the country.

However, to some recorder players and teachers, they were not immediately acceptable, as, if they were fully blown to the tone colour to which they had been accustomed, they played sharp. These critics were very much in the minority, as the majority did not find this a problem at all, as the recorders could be slightly underblown to give fully acceptable playing of British Concert Pitch. In fact, most teachers came to the conclusion that the Aulos recorders were just very easy to blow and could be overblown sharp if blowing were not controlled. Consequently the instruments began to be blown in a restrained way, then they became the accepted norm of playing. The only problem occurred in mess performances in festivals and concerts, especially when Aulos recorders were mixed with other makes. Directors had to be very firm in insisting on Aulos players' blowing in a gentle way for fear of going sharp. Sometimes, in the excitement of the moment, this sharpness was apparent.

It has turned out, in the fullness of time, that this sharpness was due to the fact that the Japanese tune their instruments to A-444, which is 4 Hz higher in pitch than British Concert Pitch. This was also the concert pitch favoured in some parts of the U.S.A., one of the biggest customers of Aulos.

Despite this pitch problem, it made no difference to the sales of these recorders and Aulos became the biggest seller of ABS resin recorders in the whole world.

In due course Aulos produced treble and tenor recorders to match their descants and the quality and ease of blowing, together with their reasonable price, made them join the ranks of the best selling recorders. They then broke new ground in producing what was the very first plastic soprano recorder, which proved an outstanding success. Due to the great expense of wooden sopranos - the only available type till then, Aulos brought the soprano into the possession of a great many who would never have considered owning one before.

During the years there have been many redesigns of the recorders, some cosmetic and others to improve the tonal quality or ease of playing. One fairly short-lived experiment was a cheap model designed, the "Junior", which was in two pieces instead of the usual three. It is presumed that players preferred to be able to adjust the tail piece for the little finger. Another development, more successful, was the introduction of the elliptical windway, which improved the tone and blowing control.



About three years ago, Aulos came to the conclusion that concert pitch throughout the world was tending to alter. Certainly in Japan, U.S.A. and the Continent, the direction was towards A-442. They must have been under some pressure to alter the Aulos recorders to bring them in line with this trend. When the newly pitched descants arrived in the U.K., Norman Dennatt was asked to test the new pitched recorders before they were put on sale. He tried them out, exhaustively, in three schools, Infant, Junior and Secondary in his Borough. In addition, he got Derek Lindo to test the new recorder using an electronic pitch meter. Derek also tried the recorders with his own Youth Recorder Ensemble. In all cases the tests were carried out with two groups playing together, one group with the new recorders and the other group with the old recorders. The change in pitch did not bother anyone in these tests and the children played well in tune with each other. Subsequently, on the strength of these tests FCN introduced the newly pitched recorders to the market. Apart from a few people who prefer the sound of the underblown original recorders and do not like to blow the new recorders to their true tone colour, the majority have accepted the new pitch, which, after all, is still a little above British Concert Pitch, if blown fully.

Two recorders, of a fairly limited appeal, have recently appeared. These are the "Soloist" and the "Symphony" - descant and treble respectively. They have a "built-in" resistance to blowing and consequently need very firm blowing to get them to play at British Concert Pitch. Derek Lindo was able to play them correctly to British Concert Pitch and found that they were similar in feel to his own wooden recorders that he uses for recitals and give the same tonal power. They would be ideal for playing solo in big halls or with orchestras, but they are definitely not recommended to young or inexperienced players. They can be underblown to a much lower pitch, such as is favoured in performing older music in the style and in fashion when the music was written, such as the wide range of pitch that they are capable of purely by breath control.

For years there has been the expectation that Aulos were going to produce a plastic bass recorder. Well, at last it has happened. It was released last year in time for the Music Trade Fair in the Russel Hotel in July. It is excellent - lightweight, with well designed, easy fingering, helped by additional keys. If anything the fingering is easier than that of the tenor recorder, and already a 7 year old girl in the Infant School, (Towers Infants School in Hornchurch, where the original pitch test was carried out) can play it in conjunction with this new descant recorder. As expected, the "Standard". This was designed to be less expensive than the normal "Student" model, and achieves that by being all of one colour material. It is easy to imagine that the normal instruments cost more to manufacture. This new model sounds as good, but most teachers prefer the appearance of the "wood" and "ivory" Baroque design.

These instruments are made of a very tough ABS resin, which makes them virtually unbreakable. However, this does not mean that they cannot be broken! A willful child can certainly break one if that determined, but hopefully no-one would repeat the experiment carried out in Rainham Junior School! It has been demonstrated that if ABS resin recorders are not kept well oiled regularly, the joints will sometimes break if they are forced to turn by hand, all too often recorders are allowed to become bone dry at the joints and breakages have been known to happen because of this. Obviously any musical instrument should be treated and cared for as the precious thing it is!

Why are Aulos recorders called Aulos? The word

THE COMPLETE RECORDER FAMILY 1954-1984

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Infants Play the Whole Family of Aulos Recorders

For many years, Mrs Mumford the music teacher at Towers Infants School, Hornchurch, has encouraged her pupils to play the recorder from their first days in the school. Her enthusiasm has inspired her young charges to learn to play their instruments properly from the start. Everything has been done correctly, breathing, fingering and reading of notation. So quickly and efficiently do the children learn that Mrs Mumford soon found that they were able to cope with the treble and soprano recorders in addition to the descants. At the suggestion of her Music Adviser, Mrs Mumford tried one or two children on the Aulos tenor recorder. The children were naturally chosen for their wide finger span. They easily took to the tenor recorders. Now Mrs Mumford had a full ensemble playing their little tune with full harmony. For some time she had also been teaching her pupils to play Orff instruments. She is very fortunate in having a most supportive headmistress, Mrs Greenwood, who has bought her a good selection of Sonor Orff instruments. The combination of Aulos recorders and Sonor Orff instruments, played so beautifully by the young children encouraged Mrs Mumford to enter for the National Festival of Music for Youth and to everyone's delight they were selected to perform at the Albert Hall in the Schools' Prom. They played their Aulos recorders, Sonor Orff instruments, the new Handchimes and danced and sang. Their performance brought the house down! All the other young people in the audience cheered them to the echo.

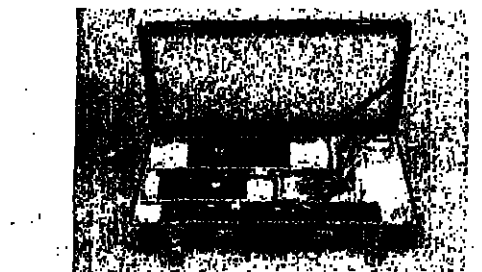
When the new Aulos Bass recorder first appeared on the market, Mrs Mumford offered to try it with her children, but with some trepidation. She need not have worried! Within three days, one of her pupils, Claire Bykes, aged six (that is her in the picture), was playing it confidently. Now the children play the whole family of Aulos recorders.

When the children played in the National Festival of Music for Youth the adjudicators wrote: "Lovely use of instruments - plenty of variety and interest - superb. Delicate recorder playing - terrific soloist. Musical performance - they were really listening to each other..."

If you were to go to Towers Infants School you would soon find out why their music is so good. But you would have to get there early in the morning. The children are there, long before the lessons start, to join Mrs Mumford in music making. With such enthusiasm, headmistress, teacher and children, how can they do anything but succeed!

is a Greek one and describes an instrument of great antiquity. Pieces of it can be seen on Greek vases in the British Museum and many other museums and collections. However, there is a slight discrepancy as the original Aulos was an instrument of the oboe type, with the sound produced by means of free reeds (rather like those in bagpipes), it was certainly not a recorder, as they came into being many centuries later; although ancestors of the recorder - with sound production made in a similar way - are known to have existed in the far distant past.

Not that this makes any difference, as the name Aulos has now become known, worldwide, as the accepted name for the most famous family and widely used make of ABS resin recorders ever!



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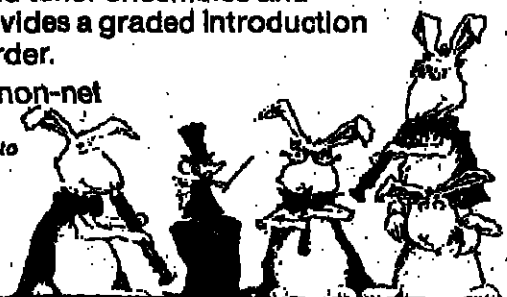
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DESCANT & TREBLE
RECORDERSTo enrich lives and
enliven mindsJane Last reports on the English Sinfonia Orchestra's
education programmeThe school hall is transformed into a
recording studio. The rhythmic gener-
ator throbs with an incessant drum
beat, the polyphonic synthesizer bub-
bles, weezes and bleeps to a zany
melody on the keyboard. The floor is
thumping with the children jumping,
clapping and dancing.No, this isn't a disco. It's part of the
English Sinfonia Orchestra's educa-
tion programme. The children have
impaired hearing - many are pro-
foundly deaf - but they have no
problem responding to the English
Sinfonia's unique work with the latest
technical innovations in music.And the Electronic Music Scheme
enables children to compose, play and
record their own music where this
would be impossible using conven-
tional instruments.At one session a young lad without
arms played the drum machine by
pressing the buttons with his nose.
Another boy, so severely handicapped
he could only move one finger, played
on the synthesizers and four-track
mixing desk for a couple of hours and
took home a cassette recording he'd
made of his own music.The English Sinfonia have a full time
education programme. Their aim is to
make music a normal experience, to
enrich lives, enliven minds and
introduce the untrained and unskilled
in music to its pleasures and creativity.This session is in New Whittington
Junior School, Derbyshire, with in-
fants from the unit for hearing im-
paired children. Robert Worby, for-
mer education officer for Opera
North, now electronic music compos-
er, rock musician, record producer and
lecturer on twentieth century music,
has set up his mobile recording studio
and the "lesson" is in full swing.The children clap in time with the
music and listen to the special effects.
Four-year-old Jenny is dancing too.
"She has given no response to sound at
all," said her teacher. "They broke a
drum trying." Jenny went up to the
speaker and pressed close to feel the
vibration.Earlier Robert had demonstrated
the equipment to a group of older
children. He started the rhythms on
the drum machine. Three youngsters
added different sounds and a young lad
played a four-note tune on the keys.
Robert made the whistling sound of
the wind on the polyphonic synthesiz-
er. They weren't impressed. Then he
produced an ear blasting series of
discordant bleeps and bangs. One lad
giggled, he was very deaf. "What does
it sound like?" Robert asked. "Factory
machinery," the boy said. "Traffic,"
added another.John, aged nine, tapped out a haunt-
ing tune and Robert showed how he
could mix the four tracks they'd made,

Richard, age 3, claps the loudspeaker at the hearing impaired unit at Langley Mill school.

phasing in each turn until they played
together. John began to smile. Their
response was impressive.Recently Robert Worby spent two
days at the Ewing School for the
Hearing Impaired where teachers
were so affected they intend to buy
similar equipment."We have always assumed the chil-
dren couldn't appreciate music - this is
now being questioned," said Mr Peter
Abell, head of the school. "We use
recorders, irangles, drums and an
organ but volume is a big factor. With
the electronic equipment it can be turned
right up."He was impressed by the way in
which the children used the music to
express their feelings and how it en-
hanced their ability to discriminate
sounds. "We have never had equip-
ment where we can help children put
music together, group the notes in
different forms. This is so easy to use -
it's a bit like paradise."After lunch and a quick soldering
job on some wires we were on our way
to Langley Mill Junior School for the
afternoon sessions. The English Sinfonia's
Education Officer, Stuart Bruce
outlined plans for the future.The orchestra is to lose its Arts
Council grant in September but hopes
to form a charitable trust to keep the
education programme operating."We want to fit out a juggernaut as a
mobile recording studio to park out-
side schools and get the children inside
using the equipment," said Stuart.He takes groups of professional
musicians into schools, a solo perfor-
mer, or a string quartet, complete
orchestra or the electronic synthesiz-
ers. They work with mentally and
physically handicapped children, in
hospitals, homes and reform schools.
But the English Sinfonia has largely
eschewed the conventional mould of
the school concert in favour of work-
shops where musicians come into
direct contact with children.Robert was introducing himself to
the children of the hearing impaired
unit at Langley Mill and another
school. He switched on the bass,
drums added kettle, drum and snare
drums, then cymbals and some pop
and tapping sounds. Young Andrew
said: "That's handy dear, isn't it?"
One old lady.

EXTRA

Letting the music speak

by Andrew Meredith

The search for a meaningful curricu-
lum for mixed-ability music classes has
met with much success in the field of
creative work but it is a sad loss if as a
consequence listening to recorded
music is reduced to a last resort,
employed only when facilities for prac-
tical work are lacking.Asking the whole class to listen to
music together is sometimes criticized
as having the drawbacks associated
with other plenary experiences -
namely, a lack of sensitivity to the
different learning capacities of chil-
dren. I think that this is a mistake, and
that it results from a serious miscon-
ception: we have the wrong idea of
what listening is all about.The emphasis on education as
academic or (more recently) vocational
has taken such a stranglehold on our
thinking that we cannot hear the music
for seeing the crochets. The need for
an examination at the end of the line
has meant the invention of a factual
curriculum whose very concepts and
terminology (such as "sonata-form")
are coming under attack at university
level.But whether or not the analytical
procedures employed are actually
valid in themselves, the question I
want to ask is, how helpful is such
knowledge towards real appreciation?
Is it essential as a prerequisite for
aesthetic pleasure? The answer must
surely be that an emotional response is
what lies at the centre of musical
experience. Of course there are many
people for whom the intellectual
perception of patterns and symmetries
revealed by deliberate analysis con-
tributes significantly towards enjoyment;
and furthermore it is arguable that a
gut reaction includes the unconscious
absorption of musical architecture.
But while that may be debatable, the
fact remains that you can enjoy music
without "knowing" anything about it.Indeed there is no point to music
unless you are affected by it as a sound.If only we can begin to concentrate
on this aspect of listening - what does
the music do for you - we can open up a
new range of possibilities. The lion can
lie down with the lamb: the experi-
enced, academically informed listener
can rejoice alongside the technically
illiterate in the sheer ecstasy of a
harmonic progression. Both can say at
the end, I gained something special
from that.I write from experience. There is no
doubt in my mind that much opportu-
nity has been denied to many pupils
because it was thought that anyone
who could not understand about the
sharps and flats involved might never
appreciate the sound of a key-change.
When I taught in an open-access
sixth-form college, with A-level music
students listening alongside those with
no examination commitment (or
achievement), the specialists suddenly
found a new kind of sheer enjoyment.
They also found new common ground
with their "pennant" peers whose reac-
tions, unhampered by a theoretical
background, often produced insights
of startling profundity as we concen-
trated on subjective emotional im-
pressions.Teaching younger age-groups has
shown me that post-adolescent matur-
ity is not always necessary for the
appreciation of music that could be
seen as advanced: the six part ricercar
from the "Musical Offering" can draw
a deep response from a remedial
12-year-old as long as we don't go on
about contrapuntal processes with fun-
ny labels: let the music speak for itself.
Anyone wanting to know how it all
happens will always be free to enquire
- and for one will take great delight in
explaining - but the music itself as an
auditory experience must come first
and remain foremost.I know as much as I do about what
the children think because they write it
down. Sometimes they draw as well.
Some obviously find this easier than
others. But the justification lies first in
its making them think for themselves
before knowing anyone else's opinion.
The second advantage is that I can
follow their thoughts more fully than
through class discussion in which it
would be hard to hear every member.
Thirdly, it provides the pupils with
diaries of their thoughts - sometimes
different thoughts about the same
piece heard a second time after a long
gap. Eventually they realize that they
are growing and changing.They also discover that they are free
to hold any opinion as long as it is
sincere. No one is condemned simply
for their taste. This means that they
don't mind admitting in their writings
what they might be embarrassed to
announce in class.One style of music teaching restricts
the music appreciation dict to "music
which tells a story" - with an overtly
programmatic title. Before hearing the
music, listeners are told about its
background. My approach is the oppo-
site - no hints are given as to what the
music "means". Then, when three
quarters of a class, having heard "The
Lark Ascending" (with no prior know-
ledge of its title) say that it reminds
them of dawn or a bird in solitary flight
or both, they are then astonished as well
as deeply satisfied to learn the compos-
er's intentions.I am not pretending that this always
works successfully for everyone. But
then there is an honest teacher who
would really claim that about any-
thing? It works to a very satisfactory
extent for most people most of the
time; and the crucial fact here is that if
ever a pupil fails consistently to gain
from exposure to music, it is in their
attitude that the barrier lies and it hasnothing directly to do with the abilities
and skills traditionally associated with
success in school. Thus those for whom
a more academic approach would be
daunting are encouraged by their suc-
cess in achieving emotional insights,
and this naturally has positive effects
on their whole attitude to school.They see that they are being appre-
ciated as people, and that their own
growth and development in relation to
artistic experience is being fostered
and respected. Perhaps above all they
can see that my own appreciation is
still growing, and is fed by their usually
non-technical yet frequently profound
observations. I am not simply dissemi-nating a received view, even though I
may sometimes provide factual in-
formation. Rather I am sharing an
experience with them because there is
something new about every hearing of
a piece. When they see that they can
teach me something, we all listen
together with renewed purpose.Of course this kind of education will
not help directly towards getting a job,
but as one student said after being
completely absorbed by Purcell's
"Chacony": "does anything else really
matter?"Andrew Meredith is a music teacher at a
mixed comprehensive in Essex.The 5th TSB Rock School
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EXTRA

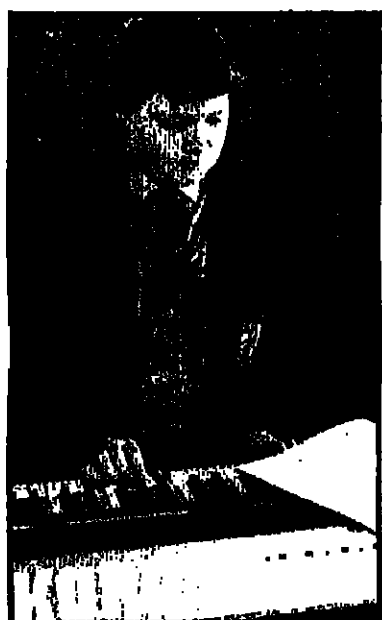
Tape measures

Recording in schools by Martin Walley

The storage and manipulation of sound made possible by magnetic tape and the tape recorder is a vital component of modern music. Without the technology of tape recording, commercial pop music would certainly not take its existing form and we would not enjoy our easy access to the recorded music of all types of composer both living and dead. Recent developments in the field of recording, as with synthesizers and electronic instruments, have made high-quality recording equipment available to all, and a reasonably comprehensive music studio is an achievable aspiration for many schools.

In the early days of tape recording (in the 1930's) there were two main experimental approaches to the new technology. Pierre Schaeffer in Paris led the early *musique concrète* experiments which involved tape manipulation of environmental sounds. In Cologne, Herbert Eimert and Karlheinz Stockhausen based their tape works on sounds produced by electronic means. All of these composers recognised the possibility of almost limitless control of the aural environment and were consciously attempting to create what they considered to be a total universe of sound in their studios.

Sound manipulation in Cologne and Paris included editing and splicing, backward running, tape speed variation, tape looping, super-imposition, special separation of channels, electronic reverberation, echo devices and filters. These techniques enabled the composers to combine two or more previously unrelated sounds, to remove or rearrange elements of the ADSR (Attack, Decay, Sustain, Release) characteristics of a particular



sound, to reverse the ADSR, to achieve pitch alteration, to constantly repeat a sound, and to suppress or enhance certain frequency bands. Multi-tracking - which resulted from attempts to achieve special separation of channels - was the most significant development. This technique enables one person to have complete control of a composition as parts can be added or taken away, and each part can be painstakingly created before it is incorporated into the composition.

The first multi-track tape machines used reel-to-reel tape and this type of

recorder is still at the centre of all commercial studios. However, in recent years cassette-based multi-track systems have been developed aimed specifically at the home user. Cassette tapes are not as high-quality as the wider reel tapes and do not allow the same degree of manipulation, but they are much more convenient to use and are ideal for use in small-scale home studios and schools.

The Teac/Tascam 244 Portastudio (RRP £699) and the Fostex 250 (RRP £575) are four-track cassette recorders with built-in mixers which can be used independently of the recorders to control volume levels and tone quality of PA microphones. They are complete studio systems which are small enough to fit in a briefcase.

Impressive performance is achieved by the use of the whole width of the tape, double speed tape transport (3 1/2 inches per second), and noise reduction - DBX with the Portastudio and Dolby C with the Fostex - which prevents a build-up of tape hiss.

Operation of the equipment is fairly straightforward, and a basic session consists of the following steps:

● A microphone or electronic instrument is fed into one channel and the mixer controls are used to set signal level (Gain) and tone quality (EQ).

● The operator listens (monitors) with headphones when a microphone provides the signal. If an electronic instrument is plugged directly into the recorder (Direct Injected), either headphones or the amplifier and speakers of an ordinary stereo system can be used.

● After the first part has been completed, recording of additional parts (overdubs) can begin with the performer monitoring the whole arrangement.

● A drop-in (punch-in) facility allows correction of small sections of a track if a mistake is made. Single notes can be replaced although it is preferable to drop-in and out where there is a rest.

● More than one signal can be simultaneously recorded onto one track



and, after two or three tracks have been recorded, they can be transferred to a free track (Bounce Down or Ping Pong) leaving the original tracks free to have new parts recorded on them. This is limited with cassette machines, but it is quite easy to record up to ten tracks with a series of bounce downs.

After all overdubs and bounce downs have been completed the four tracks of the master tape are mixed down to stereo. For this the four-track cassette deck is connected to a stereo cassette deck and the volume levels, tone controls, sound effects (often echo or reverb), and stereo separation - achieved by the Pan controls - are blended by the mixer. The end result is a standard stereo cassette.

The operator is assisted by a return to zero facility - the tape will return to any pre-set point - and logic controls. These ensure that if, for example, the rewind button is pressed whilst the tape is fast-forwarding it will not do both things at once and snap the tape; the recorder will automatically stop and then enter the rewind mode.

Multi-track operation - with overdubbing - is used to record a pop song or electronic tape composition, to enable one pupil to record both parts of a duet, to record and blend sound effects for a drama production, and to provide a mixed music and voice sound-track for an audio-visual presentation. It can even be used as an aid to the teaching of harmony and counterpoint, and to analyse a polyphonic work as parts recorded on each of the four tracks of the master tape can be mixed in and out to demonstrate each part separately and the combined effect of two, three and four parts.

For the "live" recording - without overdubbing - of an orchestra or choir, several microphones are used and each of the four tracks are recorded together. The master recording is then mixed down to stereo with some degree of control over tone quality, balance and special separation of the sections of the orchestra or choir in the stereo image.

A versatile, modular system well suited to school use is the Yamaha MT44 Recorder (RRP £399), MM30 Mixer (RRP £199) and RB30 Rack - which holds the equipment together - and Patch Bay (RRP £149) which provides a means of introducing external effects and inter-connecting the various elements of the system.

The recorder runs at 1 7/8 ips and noise reduction is either Dolby B, Dolby C, or can be switched off. It is capable of playing ordinary stereo cassettes although a separate machine is still required for mixdown from four-track master to stereo. A cost advantage is that the only essential requirement of this system is the recorder: a suitable mixer may already be in use with the school PA or could be constructed - along with a patch bay - by an enthusiast.

Another four-track machine worth considering is the Fostex X15 (RRP £299), a battery/mainline recorder-mixer which runs at 1 7/8 ips, incorporates Dolby B noise reduction, and plays ordinary cassettes. It represents excellent value although it is only possible to record on a maximum of two tracks at a time. This isn't a real problem for normal multi-track use, but might be a drawback when recording a "live" performance.

There are several four and eight-track reel-to-reel tape recorders on the market, but a separate mixer is required, the equipment would be in a permanent location, and the overall cost is likely to be prohibitive.

The Fostex A8 (8-track) is competitively priced at £1,259 (RRP). It uses 1/4 inch tape running at 15 ips, incorporates Dolby C noise reduction and is easy to use. In addition to a mixer, a 2-track machine would be needed for

mixdown and to get the best from this kind of equipment, studio quality amplification, speakers and installation would be required.

A four or eight-track reel-to-reel studio would enable very high-quality work to be undertaken, but if such facilities are required it is probably better to book some time in a commercial studio which provides an excellent day out for a small school party, either to just look around and have the equipment demonstrated or to do some recording.

Studios advertise according to the number of tracks they can offer, from four-track to more than 24. Four-track studios can be hired (complete with engineer) from £5 per hour; 16-track for around £15 per hour. Time is money so if recording is being attempted plenty of practice is required to ensure that everything is completed, including the final mixdown.

A 16-track studio allows each pupil to record a track which can be listened to in isolation to the other parts and then incorporated into the whole arrangement during mixdown.

Keyboards are useful for this kind of work because they are connected to the mixing desk by DI and this saves time. Mixing up acoustic instruments is always time-consuming and would seriously reduce how much could be achieved in a session.

Most schools will possess a stereo cassette deck, amplifier and speakers. These along with a four-track cassette recorder-mixer, headphones, microphones (see the Audio Techniques and AKG ranges) would make up a basic studio system. The addition of a Korg Poly 61 would give an enormous range of sounds and complete a very worthwhile set-up. With some shopping around, an easy to use portable system - including keyboard - could be obtained for less than £1,500.

Some technical information supplied by Street Level Studios, Stock-on-Trent.

Useful addresses: Fostex - Buntingford, Cambs. Tel. 0438 511111. Teac/Tascam - Harman UK, Mill Street, Slough, Berks SL2 5DD. Yamaha - Mount Avenue, Bletchley, Milton Keynes MK1 1JE.

Martin Walley teaches at St. Joseph's College, Trent, Vale.

Sing a song

Three new song books for first and primary schools bear out Philip Davidson's observations in her article on page 47 of this *Extra*, that classroom music books tend to come at an expensive. The *Multicoloured World of Music* (Collins Educational 0 700 197242) is £6.95, but it is an introductory story and song book by Peter Canwell, with piano accompaniment by Philip Bryer and chords arranged by John Lobb. The bright, jolly pictures by Lesley Lee (Ward Lock Educational 0 7062 4294) are £5.95 and contains 30 original action songs and rhymes for young children. The pleasant line drawings are by Jenny Williams. *Grasshopper* (Bell and Hyman 0237 253774) contains 42 traditional and original songs with traditional themes selected by Paul Wilson. It costs £4.95, has rather less illustration than the other two books and is for top juniors and middle school classrooms, although both younger and older children will enjoy many of the pieces. Again there is simple piano accompaniment and guitar chords.

EXTRA

Time, gentlemen, please!

by Mike Garrick

Evolution of consciousness is a fascinating thing because of the way it develops at different rates with different emphases in different individuals.

Jazz disciplines represent a spearhead of musical consciousness in the twentieth century (I think there are few who would contest this now). They include above all an evolution in terms of sensitivity to time compared with the disciplines of the polarities of "straight" and "pop". Vague as all three terms are, every jazz musician knows clearly what the difference is as it becomes one of his skills to automatically adjust to one idiom or another.

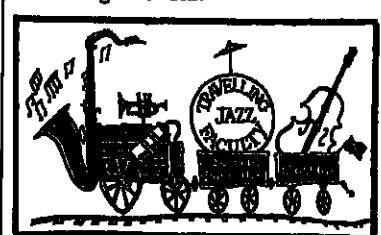
In jazz education, one of the basic things is to point up and illustrate that difference which leads directly to greater freedom of expression is a freedom deriving from full responsibility for one's own contribution to the "time" element in any performance.

If you excel at it (which some musicians notoriously do) your achievement should be tempered with humility and tact because it is all too easy to feel superior to those who have not developed such a sensitivity (hence the disparaging term "Mickey Mouse music") but who may on the other hand have for example a far greater store of ordinary kindness and patience for their fellow men. (Equally, they may be crashing bores, but I hope my meaning is clear.)

The perennial point, as a teacher, is to put over that which you find personally most exciting and challenging - in other words, that which fires your own spirit most. (Fire makes a good cliché)

image: your own flame can set others alight. Traditional music teaching has always harboured a healthy and sensible fear in this respect by carefully ignoring jazz, feeling instinctively that if one dared to light the blue touch paper there was no alternative but to retire immediately.)

Sensitivity to and use of time, then, is one of the main things to bring out. In simple terms it is the history of "swing" and its ramifications, eg anticipations of beat one (in the bar) by a third of a beat, a half, a whole beat, even a beat and a half (listen to Herbie Hancock's later version of "Watermelon Man") plus an infinite number of untranscribable variations being totally under control - and thus bestowing freedom.



By contrast, try getting a group of newcomers to the art to actually feel, without prompting, where "one" is, let alone anything else. An inability to swing usually indicates a mind unable to subdivide one beat into three (triplets), and they make meaningful use of those subdivisions.

Broadly speaking, "classical" or "pop" music just does not require this

degree of development, hence its accessibility to far larger numbers of players and listeners. Jazz can be, if nothing else, a mighty judge between the quick and the dead.

It is easy enough to observe - in, for example, the Count Basie Band - how the written or head arrangements determine in advance where 15 men will be placing rhythmic emphasis and joyfully swinging together as a result. Even so, feeling it for yourself is a different thing: consider the widespread use of basic-type arrangements in youth bands which, though sometimes excellent, nevertheless remain a respectable distance from the original.

Small groups pose the greatest "time" challenge. Each player is listening to the other while contributing his own rhythmic pointing (or solo) to the structure, you could call it "layering of time", remembering that at every moment each layer is in a changing, reciprocal situation to the rest. Moments of real compatibility (hear Miles Davis' album "My Funny Valentine" of 1954) are the magic ones, for they yield an experience incomparable to anything else in music.

Emancipation from fixed, external rhythms has of course been in progress for a long time, notably in the harnessing of electricity and magnetism which has awarded us with a 24-hour environment independent of light, darkness and temperature. Or on a biological level, just a little pill and nothing is left remarkable beneath the visiting moon!



Mike Garrick with percussionists

It is surely to be expected that man's general development be reflected in the most decisive direction music has taken in recent times - that is, towards freedom from external and an ever increasing reliance on the man within. And still staying jovial, even humble! It's a tall order - but many a jazz musician will meet it, not once in a lifetime, but nearly every day he goes out and plays.

On school visits, alone or with a piano/bass/drums trio, the Travelling Jazz Faculty tries to establish an enjoyment of "time" from the outset with clapping and mouth music (!). It forges a link between "us" and "them" and

immediately helps to give our audience a sense of involvement. We were most impressed when no less than five female staff leapt to their feet to dance at our invitation, much to the delight of the assembled throng at Earley St Peter's Junior School, Reading. This was, of course, in addition to the "scheduled" dancing for their pupils!

Laugh, listen and learn seem to be a good three for jazz teaching. So do please contact me if you'd like to investigate the Faculty further: Michael Garrick, 12 Castle Street, Berkhamsted, Herts HP4 2BQ. Tel: 04427 49989.

Search for a thesis

The Britten Companion. Edited by Christopher Palmer. Faber and Faber £25.00. 0 571 13147 6.

Imogen Holst, two of whose articles are reprinted here, died suddenly in Aldeburgh on the day this book went to press. The fact has more than made up for itself. It draws attention to how very young the field of Britten studies still is, and this despite its recent fruitfulness; and it warns us to guard against the expectations of any long and well-defined perspectives

which the Companion's preface and, indeed, its leading article, may well set up.

Its standing as successor to the 1952 *Britten: A Commentary on his Works from a group of specialists*, and its opening essay by Donald Mitchell, Britten's authorized biographer, give the collection of 36 essays a certain authority in toto. Moreover, it is, as all companions should be, dogged, conscientious, loyal and adequately stimulating. But it is, with only one or two exceptions, still a work of collating, commentary and sifting. As such the

Companion justifies its existence - just - if only on the grounds that it pulls together fact and chronology which is spread out over the last five years' separate publications and, in its salvaging of journal literature, saves the student at least some searching time.

Its disappointments surface from a sense of a lack of true *raison d'être* which permeates too many chapters: its delights come from unexpected connections and *aperçus* which rise out of what is inevitably still a large-scale walking map rather than a hilltop view. Too many essays, for example, seem to be the result of an over-zealous search for a thesis, and not a particularly original one at that. Donald Mitchell's answer to "What do we know about Britten now?" turns out to be a rather wordy "not a great

deal more"; and the ceremony of innocence, with its train of psycho-musical subjects, is given another re-run wherever possible, without much significantly new thinking.

Against this, and the only questionably valuable scraps of sleeve-note analysis, must be balanced those chapters which nudge the mind into areas for further research - at any level. Britten's relationship to the poetry he set is investigated by Peter Porter and Graham Johnson; his place in the 1920s discussed briefly; Virgil Thomson's remark, quoted in a footnote, about the vein of "public-relations music" shared by both Russia and England, gives food for deeper thought. Britten's own words, in transcribed interview and newspaper article, are refreshingly direct and appo-

site. Christopher Palmer provides a scholarly "Genealogy of *Death in Venice*" for those setting off in search of a reading list. Hans Keller's and Eric Roseberg's articles from *Tempo* on Britten's realizations of *The Beggar's Opera* and Purcell present useful analysis where little exists. But what about the folksong arrangements?

Best of all, there is Robin Holloway's well-written and sensitive article on the Church Parables. In its examination of Britten's rediscoveries of diatonic harmony and the paradoxes which lie within his use of it, it points the way to a freshness of thought and liveliness of exploration towards which Britten studies must now move in their next generation.

Hilary Finch

In love with the genre

Operetta. A Theatrical History. By Richard Traubner. Gollancz £12.95. 0 575 03338 X.

A distinguished scholar recently felt it necessary to give a lecture demonstrating that Mozart's *opera seria*, his "serious" operas, actually constituted a great deal of music in lighter, comic vein. Perhaps this somewhat baffling demonstration of the obvious was directed at the same imperfectly informed "opera buffs" against whose depredations Richard Traubner defends the art of operetta. Not that, once past his introduction, the tone of his book is defensive or apologetic - far from it.

Mr Traubner is a New Yorker whose love of the genre is evident on every page of his substantial study. If the book appears to be primarily directed at filling in operetta's predominantly European history for American readers, there is nothing in the least personal about it, the author moving confidently through the immense international variety of operetta. The label effortfully embraces the *opérette* of Offenbach, the comic opera of Gilbert and Sullivan, the works of Suppé and Johann Strauss, of Lehár and Kálmán, Broadway musicals and, bang up to the minute, the rock operas (whatever): of Andrew Lloyd Webber.

The very inclusiveness of the label - we all think we know what it covers - is, though, more of a problem than Mr Traubner acknowledges. This is symptomatic of a serious limitation in his work. For while it affords a dizzy comprehensive history of the genre, it is a fact-bound account which is short on reflection and critical perspective.

Patrick Carnegie

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EXTRA

Commitment to music

A new degree course in education and music at the University of East Anglia introduced by Brian Sargent

"Those responsible for teaching the music at the infant, junior and senior school stages respectively should keep in touch with one another. Continuity of method and progressive grading of the work are essential."

Those worthy sentiments were expressed as long ago as 1937 in the then Board of Education's *Handbook of suggestions for teachers*, and they have been echoed subsequently on many occasions, notably by James Mainwaring, Brian Brocklehurst and Howard Dove.

Dr Brocklehurst draws attention to the wide gap between ideal and reality: "The present lack of continuity between music in our junior and secondary schools is due primarily to the fact that the musical education received by children in junior schools varies so widely, both in scope and quality. In some junior schools music is a flourishing subject, embracing a wide range of activities; in others, however, the children's musical experience is restricted to occasional class singing... (If that, one might add.) Dr Brocklehurst was writing over 20 years ago, and indeed, this is a situation about which secondary school music teachers have been complaining for many years. They are still doing so.

One of the teachers who contributed to the series of tape-slide sequences prepared in connection with the Schools Council Project: *Music in the Secondary School Curriculum* said, "The assumption in the first year is that most students have little or no experience of musical instruments or making music."

Addressing students of the University of East Anglia in March, the Head of Music in a local comprehensive school declared that two of its feeder middle schools had no provision at all for class music. Howard Dove, though at pains to avoid criticizing the primary teacher for "this sorry state of affairs" said, "Little wonder... a mixed musical bag of youngsters arrive at the secondary school."

He pointed out that "most primary school music teachers are not specialists but general class teachers who happen to have some musical facility, and who because of this have been given the responsibility of teaching the subject. Some succeed brilliantly; many more are full of self-doubts and require generous helpings of encouragement and advice". Much the same might be said of the situation in first schools. According to Table 17 of the DES Report *The New Teacher in School* (1983), 20 per cent of primary teachers teaching music had not taken the subject at any level during training (italics mine). The situation is thrown into even greater relief by the indisputable fact that some first and middle schools do indeed possess well-qualified and abundantly capable teachers of music.

Of recent years there have been encouraging signs at local level of efforts being made to tackle the problem.

Primary-secondary "partnerships" and staff exchanges, regular meetings of all the music staff in given catchment areas and combined school concerts are a few which have come to notice, and they are good news indeed.

The most obviously beneficial way in which an initial-training establishment can help is by increasing the supply of teachers in first and middle schools who are thoroughly competent, not only as orthodox general class practitioners, but also as music specialists able to accept responsibility for the music in their school and to support, encourage and advise other teachers whose musical expertise and confidence may be limited. "The Government believe that all primary teachers should be equipped to take a particular responsibility for one aspect of the curriculum (such as science, mathematics or music), to act as consultants to their colleagues on that aspect and, where appropriate, to teach it to classes other than their own."

To train such paragon adequately, even in a four-year course, is a formidable task, so the planning of the University of East Anglia's Joint Degree course in Education and Music has been undertaken with great care and has been subjected to long and



Most primary school teachers are not specialists... but happen to have some musical facility.

minute scrutiny on the part of many appropriate individuals, committees and other bodies.

The student's time is divided more or less equally between Education, both academic and practical, incorporating school attachment and teaching experience in all years, and Music, both academic and practical, including participation in the University's choral and orchestral activities.

It follows that the course is an intensive and demanding one. Students who are deeply committed both to music and to teaching, take metaphorically to eating, drinking and dreaming them as naturally as ducks to water. Those with any doubt in their minds would be well advised to look elsewhere for their degree course.

Candidates are normally expected to obtain a good A level pass in music, supported by other passes at A level, and as in all teacher-training courses O level passes at least grade C in English and mathematics are essential. A high standard of instrumental proficiency is also required, including an acceptable degree of skill on the keyboard, whether or not the piano is the student's first instrumental study. Candidates are interviewed jointly by both education and music staff, and they are required to undertake written and practical tests, together with an audition.

Like its progenitor the BA in Education, the Joint Degree has a four-year honours course and includes a certificate in Education. Students are registered in the School of Education but the course is run jointly with the School of Fine Arts and Music. They opt to train for either the Early Years (five to nine) or the Middle Years (seven to 13) age range. Courses and seminars normally last for a term, and two are taken each term except for the twelfth and last, which is set aside for examinations.

The first-year programme consists of three courses in Education (the third involving school experience) one in Basic Techniques of Class Music Teaching and two seminars in the History of Music and Musical Analysis. In the remaining three years, students take seven of the Education Degree's eight obligatory core courses in education (three of them including school experience), two in music education, and three seminars in the history of music. The music education courses cover such topics as "Some practical modern approaches to Music Education", "Instrumental music in the classroom" and "A study of musical literacy". Students also take the School of Fine Arts and Music seminar "Creative experiment in school music", which duplicates a substantial part of the eighth education core course and is therefore specified in preference to the latter because its content is more appropriate to specialist musicians.

The above list of one-term courses totals 19, three fewer than the statutory 22 of the Education Degree programme. The balance is made up of a course in conducting, an individual

project in music or music education (probably the latter in the case of joint-degree students), and a "top-up" course in practical musicianship which includes voice, guitar and recorder work, tuition in keyboard skills, scoring and arranging, some composition, improvisation and performance, and elements of harmonization/polyphonic technique. Opportunity is also taken to prepare students for the role of organizing and advising teacher music. They are at liberty to pursue additional instrumental interests of their own initiative, should they wish to do so, and be able to find the time to do so of such an intensive programme.

The environment in which the students work is certainly conducive to their success on the course. The University is only two miles from Norwich, a culturally and commercially vibrant regional capital with a long-standing reputation for the quality and vitality of its musical life. A crystallizing point of intellectual life, it has produced many talented artists and musicians in its various fields and major concert performances are a frequent occurrence.

The Norfolk and Norwich Festival, founded in 1824 (though its origins lie deep in the eighteenth century) is an enterprising institution with an impressive list of presenters and its credit. There are a number of concert halls and theatres and as a centre, The Cathedral and the presence of medieval churches provide further opportunity for musical life. The Festival has links with the Aldeburgh Festival in Suffolk, and many students join the Aldeburgh Singers each year. Many local schools enjoy a vigorous musical life, which is exemplified by the periodic Combined Middle Schools Concerts, held on three consecutive evenings in St Andrew's Hall.

The course has already attracted widespread interest, and the indications are that it will grow. Students undertake a demanding schedule with their eyes wide open, but the rewards are suitably qualified and motivated, and subsequently for teaching the profession itself, will be significant.

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Brian Sargent is a lecturer in the Department of Education, University of East Anglia.

EXTRA

The music publisher and the classroom

by Philippa Davidson

Why, when more and more children are learning instruments, is music still the Cinderella of the curriculum? Despite music educationists' attempts to stress the intellectual, aesthetic and social value of music for all children, music is still too often regarded as an optional extra - a low priority for the child who does not learn an instrument out of school or sing in the choir.

Funds can usually be raised to send the county youth orchestra on tour, but not to tackle the problem of lack of resources in the primary school. In the absence of a music specialist, how to help the class teacher for whom music may mean nothing more than her turn to organize the hymn for assembly?

The content of the curriculum is vital if music is to be seen as an essential part of all children's education. At what point should notation be taught? What should primary music consist of apart from singing? At secondary level, how does a teacher who feels out of touch with pop, ignorant about the origins of reggae or at sea with Stockhausen provide pupils with a more balanced, relevant music course in the first and second years?

In maths, English and most other subjects teachers can turn to published materials for help and ideas: picture books for slow learners, workbooks for remedial maths. Educational publishers keep an eye on curriculum guidelines and publish for them. But what are publishers doing for music in schools?

Educational music publishing has not, on the whole, kept pace with current thinking in music education, and publishers are not entirely to blame. While educational book publishers are competing fiercely with each other for the income from school book spending, music publishers are not panicking. Their traditional markets have remained stable, and with more individuals (children and adults) learning instruments there is plenty of scope for expansion of tutorial material. Curriculum music has, however, largely been ignored by music publishers. (For clarification, music publishing for schools falls into two categories - sheet music, usually for individual and ensemble, published by music publishers, and books, songbooks and other materials, usually for the class, to be found in the lists of book publishers with a music section in their editorial departments.)

Music publishers do not generally have representatives going into schools, and their contact with teachers may be limited. They may cultivate composers who have little idea of the abilities of the teachers of the children for whom they are writing. The editors may be unaware of the kinds of books children are used to in other subjects (reflected, for example, in music with notations too small for a particular age group, or pages with unattractive layout or illustrations).

Even if a music publisher is lucky enough to have an ex-teacher on staff, there will still be numerous problems not only in producing the right kind of publication but also bringing it to the attention of potential users. Take the example of classroom arrangements for the middle school. Educationally, the publisher knows these must include some pop, or light music from shows or musicals, and should ideally take the form of a full score and separate parts for the class. The following obstacles may well make the enterprise financially unviable:

1. Copyright fees (unless the publisher happens to be one who owns a large number of pop copyrights), the arranger's royalty, the cost of engraving the music and the small print run are among the factors contributing to the high selling price of perhaps £5 or £6. The teacher may well be deterred from purchasing the pack which may only occupy the class for two or three weeks at best.

2. The number of instruments, and the type, varies from school to school. The publisher will need to standardize, and inevitably teachers will want to add or subtract parts according to their own particular needs. The musician with time and expertise may prefer to produce his or her own arrangements. 3. The pack may well be unavailable or at best untraceable in the local music shop. Odd shaped packages tend to be dumped haphazardly between the choral leaflets and the recorders. Some shops may refuse to stock educational materials because of unfavourable discounts. The frustration for the teacher unable to find suitable music for the class and for the publisher unable to sell his product

result in less of the right kind of publishing for schools.

To combat some of these problems "cottage industry" music publishing is on the increase. While it can be argued that expendable arrangements can be of value in certain contexts, there is no doubt that photocopies, banda sheets and other kinds of material produced to satisfy a local demand are not helping to establish long term cooperation between music publishers and educationists in producing the right kind of music and music books for schools.

And why, when we stress the appreciation of a beautifully printed book, should we deny children the right to an immaculately engraved piece of photocopying of music in music festivals when children in class are not being given the chance of reading music from printed pages.

The problem of producing practical music for young people is only one of number facing the publisher trying to produce the right material for class music. Though stress has been laid recently on the development of practical skills, listening to music (what used to be called, unfashionably, "music appreciation") has always been a popular activity at secondary level. Publishers were slow to catch on to the idea of making listening to the classics palatable (the BBC had done it in the Fifties with *Adventures in Music*), but when they did series such as *Enjoying Music* (Longman) sold in undreamed quantities.

Music advisers complained such books were being followed prescriptively, and advocated accompanying cassettes. Yet again, a prohibitively expensive project for an average sale of 500 copies per annum. Royalties to the Mechanical Copyright Protection Society, copyright fees per minute of music used, the expense of re-recording in studio and hiring professional musicians - plus the reluctance of the music shop to stock a non-music commodity - all these factors deter publishers from producing recorded back up which would greatly increase the educational value of their publications.

The multicultural classroom offers much scope for an original music syllabus, but as yet few publishers have responded to the challenge of producing materials for it. Though many publishers have had collections of Caribbean songs on their lists for some years, recently such collections have broadened to include, for example, songs for Diwali, Chinese New Year and Passover, and at secondary level there are books on Indian and West Indian music to help teachers to introduce these unfamiliar topics into their class music lessons.

A publisher cannot be blamed, however, for not leading the way when he or she suspects that a topic book on African music will have few sales outside London, Manchester, Coventry or Birmingham. On the other hand, it is really a service to education to continue reprinting an outmoded textbook first published half a century ago?

A further deterrent to publishers committing resources to producing new and educationally up-to-date books about music is the hostility from certain quarters of the music educational world towards "words about music" which are seen as a dangerous substitute for the music itself (and yet for how many people is listening to music on the radio or in the concert hall, or reading about it the principal musical experience of adult life?). Publishers stand at the centre of this controversy, and while there will be many books about the Romans on the shelf of the class library you will be lucky to find one attractively designed, up-to-date book about music.

Nowhere is the dichotomy between educational theory and publishing practice more marked than in the primary school. When music was a part of all teacher training courses a publisher could be fairly certain that the class teacher would be able to play the



piano. Publishers made some concessions to the diffident pianist, but a reasonable standard of musicianship was usually assumed. Music publishers failed to realise that teachers could no longer cope with a complicated piano part, and that no one wanted to sing *The Ash Grove* any more.

A book publisher, A&C Black, moved in the Seventies to fill the gap with big colourful songbooks that contained easy, singable songs that teachers could play, children wanted

to sing and even the music shops wanted in stock. But it was, and still is, left to the music coordinators and advisory teachers to turn music in primary schools into something more than singing and playing the recorder.

The music course books of the Fifties and Sixties are now dated, but publishers are unwilling to replace them in the knowledge that fewer than ever teachers in primary schools are able to cope with more than a notional attempt at teaching music. While not

denying the importance of musical skills as part of the training of all primary teachers, there is a great need to encourage the class teacher to use sound, mathematics, science and poetry as a way of bringing music into day-to-day class activity, and for the more musically confident to take the wealth of songs and recorder music and evolve a basic core of musical knowledge that children can take with them into secondary school.

Once again, publishers do not offer the musically diffident teacher much help. Children respond to colour and illustration, but the economic problems of producing materials to the same standard as children are used to in other subjects may be insurmountable when costing on a print run a third of that, for example, of a book for maths or English. In addition, the teacher who is not confident that she can "do" music (because she is locked in the misunderstanding that this requires a musical expertise she does not possess) will certainly not visit the local music shop to look for new ideas or read a music publisher's catalogue to find inspiration. So unless the publisher is one who already has an established primary list she may well be unaware of the materials that are being produced to help her.

Then, the depressing fact is that any available funds are likely to be spent on an extension to the maths scheme, rather than on resources for the music class. Practical courses, run by publishers as well as local authorities, provide a valuable service, but the day when every child is receiving a music education in the primary school (as opposed to singing and playing) seems a long way off.

More imaginative and relevant music and music books for secondaries, more class teacher-oriented materials for primaries. Some publishers need to come out of their ivory towers and face their responsibilities towards class music. There are many interesting experiments taking place at local level, yet among the hundreds of submissions receive by music publishers every week (most of which are sadly inadequate musically, educationally and commercially) hardly any are from worthwhile educational sources. Educationists need to work with publishers, not against them, in ensuring that the right kinds of music and music books are provided.

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EXTRA

Wells Cathedral School and music

by Susan Thomas

It was because I was under the impression that there are only three specialist music schools in the UK - Menhain, Chethams and Purcell, that the headmaster invited me to visit Wells Cathedral School. Wells, with its 50 DES special music places, is the fourth, he assured me. Or is it the fifth? Or the sixth? Or the eighth?

What about "St. Mary's" Edinburgh, Lothian's "Broughton"? Strathclyde's "Douglas" or the LEA's "Pimlico"? Wherever you place it, Wells has plenty of music. There are the 50 designated young musicians, 16 choristers and 300 pupils learning an instrument for pleasure, of whom around 10 per cent are good enough to qualify for Special Provision. There are also about 300 who don't learn an instrument. It has seven resident music staff, 12 specialist music consultants and around 40 visiting instrumental teachers. So that can't be bad.

The school is better housed than the Menhain, has older traditions than the Purcell and more beautiful surroundings than Chethams, or probably anybody else in the world. For the Cathedral precinct, with its pink hued walls, cobbled streets, gracious lawns and stately cedars, is still as unspoilt, as English and as heartstoppingly beautiful as Tallis's "Spem in alium" been there since the thirteenth century and when the 630-pupil coeducational day boarding school for eight to 18-year-olds needed more space, it has on the whole, adapted the old or built with taste. And then, as everyone pointed

out to me, Wells cathedral is the most superb setting for evening service that any school could want.

But it's also surprisingly inaccessible, involving long and tortuous bus journeys from Bath or Bristol - a bonus for parents who want to shield their children from the distractions of the big city but a debit for those who need regular exposure to the best artists on the international circuit. The music school is still young however and coming to terms with its strengths and weaknesses.

In the Sixties, a time of galloping comprehensiveisation, when schools everywhere were losing their identity and children with special needs their outlet, the present head, Alan Quilter, decided to develop instrumental work as an extension of the choral tradition in the cathedral. In practice this meant adding specialist music provision to the traditional, carefully progressive, public school curriculum.

"In 1964 the Gulbenkian Report on making music was published. I read it and was profoundly impressed," he says. "I talked to musicians, music advisers and teachers and visited music schools. In the end I decided that the overriding need was for string players and keyboard players. Alan Percival from the Guildhall helped us with the musical arrangements."

Why those two? "Because Chethams were already providing for woodwind and brass, because it is such a long apprenticeship for string and keyboard players who need so much practice and are less able to combine it

with ordinary day schooling and, finally, because the London colleges were already inundated with brass and woodwind players."

With gifts from the Gulbenkian Calouste Foundation and the Pilgrim Trust, the governors were able to buy and equip the buildings. In 1970 12 young violinists and a teacher from the Guildhall took up their places and in 1974 a grant from the Leverhulme Trust meant that the school could widen its provision to include cellists. In 1980 the DES agreed to fund eight music places a year at Wells, up to a maximum of 50. Even so, Alan Quilter is very concerned that the special schools are only providing for the tip of the iceberg.

The number of applications continues to rise, however. This, said Richard Hickman, Head of the Music School, is partly because so many young musicians feel isolated in an ordinary school, partly because the Young Musician competitions have come to be dominated by the music schools and are seen as a good thing by parents, and partly because music education is under threat in the state system.

"Some I.e.s.'s are simply not replacing music teachers and as a result gifted children especially in the sixth form, are more at sea than ever," he said.

Most specialists arrive at Wells as 11-year-olds, a few aged 16. This is a risk, he says, because it leaves only three and a half terms to prepare for college entrance.

Last year about 120 children applied for places at the school. The successful applicants are those who survive a grueling two part entrance procedure.

"It starts with a pre-audition at which children play two contrasting pieces and have an interview," Hickman explained. "We are looking, above all, for that special ability to arrest attention. Nowadays we tend to pay much more attention to the interview, asking about their musical appetites, looking for evidence of persistence and strength of character."

Thirty or 40 candidates go on to the full scale, two day main audition with an aural test, an informal concert, sight reading and playing to a specialist panel. "Surprisingly, they love it often writing to say, 'Even if you don't take me, thank you for the weekend'. This is the first time that many of them have been in the company of like minded children," he said.

Musicians need no special academic qualifications but in practice most take five or six O levels and two or three A levels - two "musics" and one other. By a day of starting at 8.15 a.m. and working late they usually manage a couple of hours practice a day in middle school, two to three hours during O levels and four hours in the sixth form.

It is an extraordinarily grueling routine - whether it stifles enthusiasm or sifts out those who would never survive as professional musicians, is



Mark Knight, Senior String tutor with pupil, at Wells Cathedral School

open to debate. For Wells aims to provide an environment where performers can realise their musical potential against a background of academic tradition.

Pupils have two instrumental lessons a week, choir and optional lessons in Alexander Technique, chamber orchestras and to a lesser extent, symphony orchestras. "If they are exposed to the heady delights of full scale orchestral playing too often and too early, bad habits may become ingrained," says Hickman.

There are, however, problems - of tension between the "special". DES funded musicians and the "ordinary", fee paying pupils of lack of access to the concert halls of the capital: of providing enough general musicianship to stay in the mainstream of international musical education.

One of the things which is helping to break down barriers between the musician and the rest of the school, says Mark Knight, the senior String Tutor, is their combined interest in rock and pop and the discovery that the serious musicians have enormous talent to add to their groups.

"One of our young string players is so good on percussion that he is quite likely to go commercial. Rock and pop are an essential part of twentieth century musical tradition, there is no way they can understand the one without the other," he said.

Wells may be out of the way, says

Hickman, but teachers travel down every week from London, pupils go on regular concert trips, Bristol and Wells have their own concert programme and visiting musicians are invited to the school to give master classes or hour's conversation.

"And pupils play in youth orchestras in their holidays. It is not as though they were unaware of the competition."

Having to cope with the rigours of life in a "regular" school also means that the young musicians are better able to manage their own studies when they get to college.

General musicianship is inherent in the work for GCE Associated Bands exams but from September it will be augmented by Kodály training. I go to the feeling the school is opening up to new ideas, influences and teachers.

So is it a specialist music school or isn't it? That depends what you mean by specialist. Certainly Wells is not entirely devoted to the education of young musicians. Most of its pupils are row's brain surgeons, financiers, sportsmen and pop stars. But it does offer an intensive musical education to a specialist provision - to that 16 per cent of the pupils who need it. It is, in fact, a decent British compromise between a best Somerset tradition and a top specialist music school that it is a top school, Millfield, is a specialist sports academy.

Budding young percussionists eagerly read his lucid commentary on such matters as: construction, acoustics, playing techniques. Both chapters contain copious musical examples, and the two-bar side drum from Ravel's Bolero that has become a national hit as a result of success of Torville and Dean, follow five appendices devoted to the role of percussion in Americas, The Latin American Orchestra, Changing Styles in Music, Education and Invention.

All in all this superbly documented and illustrated account will be an indispensable addition to any musician's bookshelf. It will also be a magnificent monument to the performance of his version of the V for Victory during the Second World War, made him into a justly renowned celebrity.

David Blom

EXTRA



The Outreach team will move round the country in a bid to awaken spontaneous music-making

Jazz reaches out

by Owen Surridge

Giggling girls at a youth club quizzed the visiting saxophonist provocatively: "What you got there, Miss?" "You got to play?" "Bet it makes a noise!" Ruthie sat back, encouraging the banter, letting curiosity gather momentum. She made no move to open the instrument case at her feet, waiting for the "young trout" to take the bait and say: "Can I have a look?" "Bet you wouldn't let me have a go."

Eventually they did, of course. None of them had made music before but before the evening was out eager youngsters were handling the saxophone, a guitar, a drum with confidence. Not as to the manner born, perhaps, but certainly with effect and obvious pleasure, like children discovering new toys. Not aware, either, that they had been given a lesson - very low key, with a hint here, a suggestion there - but a learning session nonetheless. Clearly next week they would be back for more. Not for a music lesson but for fun.

This little scenario, or something like it, will be repeated many times as the newly formed "Outreach Project" team moves around the country in a bid to awaken interest in the kind of spontaneous music-making which takes its point and counterpoint from the mind of the players rather than the cold print of a standard score.

"Outreach" is the educational arm of the National Jazz Centre, due to open in the autumn as a focal point for everybody interested in improvised music, whether it is described as jazz, pop or modern classical. Housed in a converted warehouse near London's Covent Garden, it will be the home of the National Jazz Youth Orchestra and offer opportunities to learn as well as to listen. Sound-proofed rehearsal rooms will be available for hire. There will be an extensive library, with records and video tapes as well as books, and a computerized list of specialist music tutors.

The organizers also hope to build up a collection of instruments so that people can try them out before committing themselves to lessons. A lease-purchase scheme will ease doubts about commitment and soften the financial pain of purchase.

The atmosphere will be informal, with a white bar on the ground floor to encourage people to enter, to listen

and, perhaps, to dance. It will also help to pay the bills. Opening hours will be generous. In an area thronged with people at leisure that sounds like the solid commercial proposition the Centre needs if it is to survive but the organizers deny any intention of allowing it to develop into a mere tourist trap.

"We want to bring in those people who would not go to concerts or a jazz session. We want to help anybody who is interested - or becomes interested - in music. The idea is to help them, improvise and build up their confidence."

The speaker was Dave O'Donnell, co-ordinator of the "Outreach" programme. What he said applies equally to his end of that enterprise but its range is much wider, taking in youth clubs and community centres in run-down city areas, work with the mentally handicapped and a pilot project to experiment with new ways of teaching music in schools. A number of these projects have been set up around London over the last six months.

Venues for satellite projects are to be established in Hull, Manchester, Norwich, Liverpool and Birmingham. From the demand revealed during a recent tour of the Midlands and the North West of England, it seems certain others will follow.

A team of nine professional jazz musicians, specially trained for the job, have been engaged to set up each project. The team is shortly to be substantially augmented. Two or three of them are allotted to each project, which gets a three-month programme of open, mixed ability workshops where anybody may join in. There is no enrolment procedure, no fee. People just turn up and join in. Just how wide is the interest is demonstrated by one community group at Hounslow, London, where ages range from 11 to 60-plus: a music teacher and a bespectacled grandmother play drums. There is a blind guitarist. A young boy and his father vie with each other, the one on a cornet, the other on a French horn.

These workshops are designed to encourage exploration of the fundamentals of music - rhythm, harmony and response to other players. Theory and the tyranny of traditional notation

are avoided. Instead, all concentrate on learning how to draw music from their instruments, to express themselves, to tune in and respond to others. "You are just a pair of ears when you are doing this," said Ruthie Smith, the saxophonist. "The aim is to explore, to lose self-consciousness. You can get quite 'high'. There are no rules except to let go, listen and follow. It is a conversation of the emotions."

Openness and honesty are the keys to success in such an approach and Ruthie is firm about this. "You do not have to be uncritical. If somebody is not following I say: 'Stop!' In the end all must be tuned in to each other."

She encourages this through various games. In one, "Ghosts", the leader improvises, the rest following, softly, as a backing. Everybody in the group gets a chance to lead, maybe for as long as a minute. Then all join in, not necessarily imitating the leader but trying to fit in. With such a method it is vital that the teacher does not stand apart.

"You must join in and accept that you may be laughed at as much as anybody else," said Ruthie. "In the end you are all making music together."

Her aim is to develop mastery of the instrument to the point where it becomes another voice. "Learning how to handle it is all the technicality you need. You can then bring out the sorrow and anger." She dismisses traditional classical music training as inhibiting. "Even people in jazz are often not really playing, only echoing others," she said.

Dave cheerfully admitted that after all this the initiates would probably not be able to read a note of written music. "But they will understand how to create music," he assured me.

This urge to restore creativity to music-making is the animus of the whole enterprise. Those behind it have in common a feeling that the style of music teaching throughout the education system - from primary school to university - is destructive. Dave, a trumpet player, is convinced there is a general need for re-education of those concerned.

"Music is the most conservatively taught art form in the United Kingdom. It seems to have missed out on the freedom other arts gained for themselves in the 1960s. Music is still tied to a graded notation system," he said.

He was anxious to avoid direct criticism of music teachers and their methods. He does not even insist on them being open to new ideas. "But we would like to get them together," he said. "We would talk about the way music is taught and lead them to come up with alternatives. Then we would show them how we work with mixed groups, how we explore rhythm and ways of playing and listening."

So, far from being antagonistic, he wants to attract traditional music teachers and an information kit is in preparation for their benefit. This will include a cassette demonstration tape, along with ideas for experiment and will be put together in a binder which will allow teachers to insert their own ideas and notes.

"This bid for teachers' attention is an important part of the campaign and for two reasons. In the short term their help is needed to keep 'Outreach' groups going once the teams have moved on: in the long term the aim is to revolutionize music teaching in schools."

The ideas behind the project are fresh and the enthusiasm is infectious. It is backed by a practical, well-planned scheme to turn the dream into reality. Evidently I am not alone in being impressed: the project looks set to secure financial backing from hard-headed businessmen as well as educational charities and professional bodies.

New ideas about music teaching come and go. It looks as though this one could be a stayer.

Kenneth Birkin

New opera for schools

The Wayfarers

An opera for young people in two Acts. Music by John Joubert. Libretto by Stephen Tunnicliffe. Op 98. Published by Novello.

Malkyn, a young woman - Soprano
Alynn, a young man - Tenor
Oswald, a young man - Baritone
Old Man - Bass
Old Woman - Mezzo Soprano
Priest, - Bass

Chorus of townspeople and villagers etc. (Two part S A Tenor and Bass may be added)

Orchestra: 1 flute (doubling piccolo), 1 oboe, 1 clarinet, 1 bassoon, 1 horn, trumpet, percussion (2 players), piano, 2 1st violins, 2 2nd violins, 2 violas, 2 cellos, 1 double bass.

John Joubert's new school opera, *The Wayfarers*, was warmly received at its premiere on April 4 at St Peter's School, Huntingdon, by whom, in conjunction with the Arts Council, it was commissioned.

The action, set in medieval England, is based on the *Pardoner's Tale* from Chaucer's *Canterbury Pilgrims*. Stephen Tunnicliffe, the librettist, however, rescues his three adventurers from their fate by allegorical means; as winter yields to spring, so they are restored to life - plague and death are vanquished.

The work comprises two forty-minute Acts, each of three scenes linked by four orchestral interludes. The score abounds in lyricism and technical demands are all within the scope of inexperienced singers. In the St Peter's performance, Samantha Frake, Keith Sedgewick and Peter Horley were convincing as the three companions, while the chorus of villagers - after a shaky start in the performance I attended - went on to reveal the full dramatic significance of their role. Particular praise is due to Catherine Walsham, whose portrayal of the Old Woman was effected with a rare vocal control and delicacy.

Barry Stone secured a fine response from all concerned, in particular allowing the orchestra to make its rightful impact as a protagonist in the drama. Performers and audience alike were, throughout, completely under the spell of this compelling work - a notable addition to the performance repertoire.

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Drum roll

Percussion Instruments And Their History. By James Blades. Faber and Faber £15.00

In his author's note to *Percussion Instruments And Their History*, James Blades writes that the art of percussion playing has seen tremendous changes in techniques and their application within the last 10 years. Without doubt the newly revised paperback edition of this massive volume will enable percussion buffs and general readers keep fully abreast of the very latest developments.

Its first nine chapters are essential reading for all who are interested in learning about the history and evolu-

tion of the instruments. Blades begins by providing a comprehensive and entertaining musical guide to the civilizations of Africa, Greece, Rome and the Near and Far East. In this he draws particular attention to the importance of percussion in religious ceremonies, military action and dance. He goes on to describe the role and status of percussion in Medieval and Renaissance Europe and in the Classical and Romantic orchestras. Throughout the text there is an abundance of fascinating facts and anecdotes. With particular regard to vast quantities of percussion instruments, for example, we read that a certain Dr Olga Boone catalogued no less than 585 different kinds of drums in use in the Belgian Congo, that in the first performance of Handel's *Fireworks Music* the orchestra contained no fewer than 16 kettle drums and 12 side drums and that Beethoven dreamt in vain of conducting an orchestra of 467 instrumentalists including 53 percussion players. In the final chapters of this volume, Blades lays great emphasis on the importance of percussion in contemporary music.

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Servant or master?

Simon Milliken on the use of language in instrumental teaching

The use of words and symbols, with their insidious tendency to mask and distort what they are intended to describe has received little attention either in music teaching or in education generally. Students of the nature of language such as Edward Sapir and Benjamin Lee Whorf pointed out that language, far from being a mere vehicle for the expression of our perceptions, in fact actually influences those perceptions, and that we are therefore imprisoned, so to speak, in a house of language. Dewey referred to the emptiness of "verbal knowledge" which results because language can, and does take on an existence of its own, and Marshall McLuhan coined the "label-libel gambit", describing the tendency to allow the knowledge of a word (or label) to render unnecessary any real thought on the thing the label actually refers to.

In the field of instrumental teaching there are a number of ways in which language can and does substitute for and interfere with a pupil's perception of sound. The way in which notation, (the language or symbol system used to represent sound) is taught often confuses and inhibits a proper understanding of sound itself, especially if notation is introduced too soon. It is illogical to introduce a sound or a musical concept via its representation on paper, to say (for example) "when you see a note on the second space down you play it like this" or "This line means you must play these notes smoothly" (or "in the same bow"). If the principle "sound first, then the sign" is followed, the thing itself, a new note perhaps, should be heard - experienced aurally not visually first, so that the pupil may relate the note to others he may know already.

After the technique for executing the note has been introduced, further activities might include improvising so as to include the newly learnt note, or picking out familiar tunes which need the note. Or a pupil might be asked to tell the difference between a group of notes played first *legato*, then *non-legato*, and, with the technique for *legato* playing prepared, to improvise in a *legato* style. All of these activities encourage both passive and active understanding of a musical idea yet none of them demands the use of notation. Indeed, it is only when technical execution and musical understanding of the new concept have reached a certain stage that the symbol for what has been learnt should be introduced. ("The note you've just been playing is written like this" or "when a composer wants a group of notes played smoothly he uses this curved line".)

Such an approach aims to focus a pupil's attention on musical sound, of which musical notation should be only the servant and to avoid giving the impression that notation is instead the master, somehow generating the sound. It often happens that attention is directed almost entirely to the notation (the language) at the expense of the sound (the thing itself), as when a pupil happily responds to a line of notation, with the correct fingering, while remaining quite unaware of the completely wrong sounds which often result. It is, then, unfortunate, that many instrumental method books start from the premise (explicitly stated in one series) that "Before a student can commence to play on any instrument, it is necessary that he should be acquainted with the rudiments of notation".



There are similar implications for the use of words to describe sound. These are of various types: purely descriptive terms (loud, soft, high, low and so on) more qualitative adjectives (smooth, warm, sweet) Italian terms, and technical words (names of notes, words such as sharp, flat, melody phrase and accent, modulation chromatic and so on). With all of these, the same principle should apply: that the sound comes before the word, if language is to deepen a pupil's experience of music rather than conceal it. Adjectives mislead if they are taken as absolute, rather than relative terms. Advanced pupils need to understand that the word piano, for instance, needs interpreting in a musical context (a solo, or accompanying piano?) or that there is a difference between a Mozart *forte* and a Mahler *forte*. Mistakes in these cases are often not so much musical misjudgments, but rather a result of the pupil's attending more to the written instruction than to the sound - the label-libel gambit in operation.

Even letter names of notes can be introduced too soon. At a first lesson, for instance, there are things more important to convey than the name of a note which is to be played. "We're going to play a long note (for a loud note, or whatever) rather than "We're

going to play an A". The name of a note tells a pupil nothing about how to play it, or how to make it sound nice; it need therefore only claim his attention as a label once the note itself can be competently played. Similarly there is nothing in the words *crescendo*, *diminuendo*, *sempre* that actually describes notation: use of "one-beat note", "two-beat note" and so on helps initially.

The question of technical analysis and its relevance to a performer has been much discussed. There are those who believe the ability to analyse harmony, melody, form, and other things essential to a performer. This theoretical understanding of the language and structure of music has serious implications, however, for a developing musician's sensitivity. This is not to allege that analysis necessarily kills music stone dead, but it is important to state that such analysis is in no way a prerequisite for a musically sensitive performance; that there is no essential connexion between knowing that a piece is in G sharp minor, and an augmented sixth there, and understanding, feeling, what Paul Tortelier calls the mystery, the miracle of music.

The danger for young musicians is that an awareness of technical things on however simple a level carries with

it a risk of a corresponding de-sensitising to sound, and to the meaning of music, a risk that he will rather pay attention to the words he hears spoken about (the technical language of music) than allow the music to speak to him. What is important is that a pupil's relationship with music should be allowed to develop to a point at which he may be introduced to technical analysis without mistaking the for something they are not, which some musicians unfortunately do.

With all the pitfalls of language, words are, of course, nevertheless indispensable to the musician as teacher. In *Discovering Music* Shawwick and Taylor write: "Good teaching, like good criticism, relies on imagination, and the use of language, and the use of language is fundamental to the teacher's task: does what is said or written help us further into direct experience of music?"

The relationship of music and language should be kept in the forefront of one's consciousness, for words can all too easily lead a pupil in the opposite direction, away from what they are meant to describe.

Simon Milliken is an instrumental teacher in the London Borough of Croydon.

Gentle on the spirit continued

"Enjoying it, Harold?" I queried. "I think so," he replied and, seizing both of my hands, began to dance with me.

At last, the music stopped. Breathless, he murmured: "That was good". The incident made me hope that he would soon be able to make contact with his school-mates.

In the spring term, his slow progress persisted. His outbursts were becoming easier to handle, but grew less frequent only towards the end of the term. Music, however, continued to afford him what was obviously a species of emotional release.

One morning he was brought to school unusually early, arriving in time to hear Helen, a gifted 13-year-old, practising at the piano. Quietly, he sat down and listened.

As Helen was closing the piano, he went over to speak to her. A few days later, Harold having again come to

school early, I was delighted - though hardly surprised - to see Helen teaching him to play the piano.

He wanted to make music. Predominantly withdrawn from infancy, he had only lately come to know something like that joy in rhythm which one may observe in almost any toddler.

This delight in music had, so far, proved a boon to him. Could the creative use of the imagination be added to the exploratory use which music had already afforded him, in enabling him to stretch his faculties? He had, for example, recognized both the calm and the storm in a variety of sea music. Since his own private storms (ie, the emotions which evoked his outbursts) could give way to the calm or serenity which music brought him, there was more than a likelihood that he was becoming imaginatively aware of it.

As the days went by, Harold's music lessons became regular. They were continued in the summer term and, gradually, playing the piano helped him as he strove to attain the finer musical control which had so long eluded him.

A new forum

Review by Philippa Davidson

The British Journal of Music Education, Edited by John Paynter and Keith Swanwick. Cambridge University Press.

The launching of a new music education journal at a time when music's survival in the curriculum is frequently under debate must arouse a feeling of optimism in all those concerned with music education. One is also tempted to speculate as to whether or not such a journal can survive. *Music Teacher*, which celebrated its seventy-fifth anniversary last year, is read largely by peripatetics and secondary teachers. It does not attempt to philosophize; much of its popularity is due to the advice it gives teachers steering their pupils through Associated Board examinations, although recent editorial vigour has tried to extend the reading by including articles of wider appeal. The *Music Education Review* appeared after two issues, being too weighty to be viable as a publishing proposition, while *Music in Education* failed to compete with *Music Teacher* and ceased circulation in the late 1970s.

So why is there a need for a new journal, and where is the market to ensure its survival? The editors claim rightly that music education needs a forum, a source to which everyone - student teachers, peripatetics, education-

ists, students - can turn to read about current ideas and debates, as well as good practice in the classroom and in instrumental teaching. The focus of their attention will be, they say, the practice of music education. However, to clarify their own thinking, "a degree of reflection upon this practice" is necessary, for "without analysis and abstraction there can be no productive interchange of ideas".

Unfortunately, the theoretical considerations dealt with in this first issue do nothing to clarify the whys and wherefores; indeed, I am not convinced that given the wealth of valuable literature produced by the editors alone considerable editorial space needs to be occupied by yet more justifications for teaching music.

This is no criticism of the inclusion of theory as well as practice, still less of the philosophies themselves; it is merely that when unrelated to practice the theory often becomes a trite statement of the obvious, or else virtually incomprehensible, because of the tortuous and at times pretentious language in which it is couched. This is all the more unfortunate when one knows that what goes on in the classrooms of such excellent practitioners as Tom Gamble is well worth reading about. His imaginative and highly original syllabus at Marlham School (Harpden, Herts.) is itself a better justification for including music in the curricu-

lum than bland statements about the emotional, intellectual and kinaesthetic value of music to the individual. Tom Gamble's contribution is, however, infinitely more readable than that of Brian Loane (Baldon Comprehensive, Tyneside), who talks about music as "non-discursive insight" and tells us that "audience-listening is the sort of listening that takes place in an audience". All this and more to support the surely undisputed fact that listening is an essential component of the music curriculum.

One admirable feature of the first issue is the policy of encouraging contributors whose ideas have not previously appeared in print. There are three articles by probationary teachers. Clare Morris (Stalham School, Norfolk) has some interesting points to make about how she organized group work in uncooperative surroundings. Regrettably, she is the only contributor to include a list of resources with her article. In view of the many exciting new developments in Scottish music education over recent years I was surprised that Caroline Gebbie (Linlithgow Academy) chose that rather well worn topic of the 1970s - the place of creative music in the classroom. The presence of former HMI James Sloggie (a leading force in ensuring that creative music won precedence over tonic solfa in Scottish schools) on the editorial board should guarantee some interesting contributions from north of the border in future issues. The third probationer, David Elliott (Laymer School, London) concludes that his first year was "theatrical, yet packed full of experience" - surely a typical reaction of most teachers after their first year in the classroom.

The final article by Pamela O'Gorman (Jamaica School of Music) is the most stimulating. In it she describes the struggle over the last 10 years to overcome the snobbery and elitism surrounding European classical music - largely irrelevant to the needs of the students - and the School's attempts to introduce Jamaican folk and pop music, African music and jazz into the syllabus alongside art music. Future issues might usefully deal with parallel situations at home and include some discussion of the place of pop and non western music in teacher training courses in this country. The journal ends with a review section, which in later issues will hopefully be more comprehensive.

A new venture such as the *BJME* deserves success. It is to be hoped that, as stated in the introduction, the journal will develop into a platform for professional discourse without resorting to "unecessary jargon". It should aim for articles that are thoughtful, controversial, practical and readable or it will fail to ensnare its largest readership - music teachers.

The British Journal of Music Education is published three times a year in March, July and November. Subscriptions: £16 (institutions), £12 (individuals). Single issues: £6.50.

Options galore

Margaret Campbell on music at Indiana University



Although a few students entering our colleges of music will have opted for teaching, the ambitions of the majority almost certainly lie in the solo field. Unfortunately, this will become a reality for a very small proportion. What, then, are the other options, and how can alternative careers in music be organized?

Some universities in this country have a good performance record but tend mostly towards research or composition. The music colleges provide facilities for first and second study in vocal and instrumental training, but offer little outside. Each institution has its orchestra and limited opportunities for chamber music and ensemble work exist; but nowhere is it on the scale necessary for the person who will be working full-time in either of these fields. Training in careers related to music can only be obtained as a postgraduate course at a technical college.

Recently I visited the School of Music at Indiana University, at Bloomington in the United States, where a complete musical education is taken as part of a university course. Here a student may also take associate degrees in courses related to a career in some other aspect of musical activity.

The Music School at Bloomington is not only the largest in the US, but has recently been voted the best in three independent surveys. There are 1,700 students of which, 1,688 are majors (first study). Instrumental studies cover strings, wind, brass, keyboard, percussion and campanology. Vocal

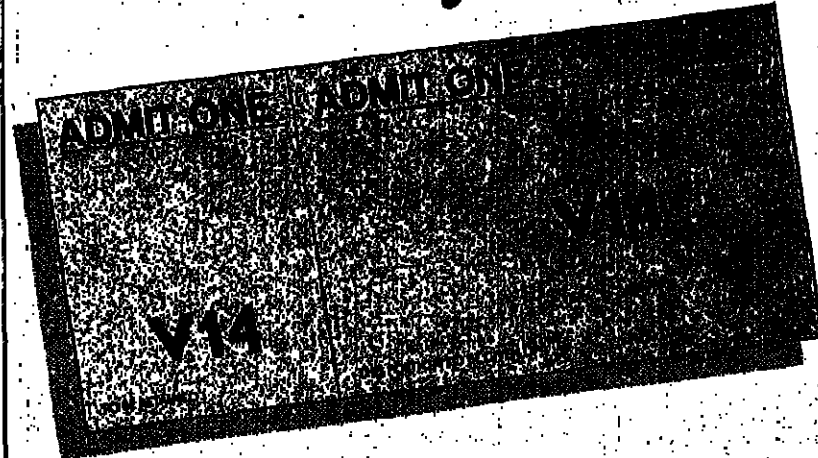
studies range from early music to grand opera. They have six orchestras - with no duplication of personnel - four of which are 100-piece symphony orchestras, one chamber orchestra and a baroque ensemble who perform on authentic instruments. Besides 1,000 concerts a year, they mount a full stage performance of opera every Saturday night in term time throughout the year.

The overwhelming impression one gets from Bloomington is its scope in that it is designed to provide students with a basic training related to the demands of professional musical life. This realistic contact with the performing world is reflected in its choice of faculty members of whom 140 are full-time residents. Professors are drawn from the top ranks of international performing artists - Josef Gingold and Franco Gulli (violin), Janos Starker (cello), Virginia Macwaters (voice), Menahem Pressler (piano), and our own Bryan Balkwill (conducting). Professor Charles H. Webb, dean of the School of Music, explained that these top performers have been selected intentionally, because they know what it is to be successful in their own field.

"If they also have the desire to teach and can pass on the benefit of their experience to the younger generation, the combination of these talents is unbeatable. We encourage them in their concert activities. Otherwise we could never hold them. As long as they are able to give the requisite number of lessons to their students - and this

continued

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Did you know that for most professional theatre productions, musical performances and other arts events in Scotland, box office income often covers less than half the costs that have to be met?

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All this not only helps to ensure that ticket prices remain reasonable, but also enables theatres, concert halls, galleries and arts centres to give enjoyment to residents and visitors, and employment to many talented and skilled individuals.

Each year, the Scottish Arts Council assists more than 1,000 arts organisations, artists, performers and promoters throughout Scotland by giving financial support, advice and encouragement.

We all have a share in the arts in Scotland.

Scottish Arts Council

Gentle on the spirit

by Lucille James

Harold was an intelligent, yet handicapped, nine-year-old. His conceptual understanding, and therefore his potential, far exceeded that of the average child of his age. He read quickly and effectively, always making use of the scanning and skimming techniques so essential to efficient reading, and was able to work independently.

At times, his gifts seemed a poor compensation for his handicaps. He had scarcely begun to acquire finer musical control and, hence found it difficult to write. For weeks at a time, he used his exercise-books mainly for the drawing of full-page diagrams.

He could not yet make the contact with other people which enables the individual to attain the capacity for social interaction and cooperation. Only by means of patient guidance was he learning to cooperate with his teachers. In the playground, he did not attempt to play with the other children. Instead, he wandered aimlessly, sometimes proving a hindrance to players who had no choice but to dodge him. As they did so, adroitly enough, he took no notice of them. His face - like that of the solitary, withdrawn, adult - was usually expressionless.

Now and then as if he had been shut up within himself for too long a period, he would suddenly scream or attack another child. The pupils, following the example set by the teachers, learned to make allowance for him and the more thoughtful ones tried to calm him.

Hearing him scream "I'm normal" at an older boy (who afterward denied that the words he had used - "handicapped" and "autistic" - had been directed at Harold), I determined to find the best means of helping him. I soon noticed that Harold was transformed while he listened to music. As I noted, his serenity, Tonyson's lines (from the *Lotus Eaters*, "Choric Song").

Music that gentler on the spirit lies Than tired eyelids upon tired eyes recurred to me. I also recalled that Plato in *The Republic* emphasizes the importance of music in education and points out that music educates not simply the soul but, in particular, the philosophic part of the soul through the media of eye and ear. In my view the fact that, in his twofold system (music and gymnastics) of what may be termed primary education, music embraces both literature and music proper, does not invalidate Plato's

recognition of music as a vital element in the young child's education. I thought, too, of the great Irish pianist, Zoltan Kodaly, who had written: "Sometimes a child's person opens the mind of a person to music for a lifetime." (Unlike words which move in a body, through the medium of the intellect) stir our emotions directly and therefore be of purely practical significance.

Harold took to going out promptly, at breaktime, when he happened to be on playground duty. In response to my efforts to help him, I sometimes hummed to him. I would remind him of music by what's the name of the music we were before, prayers? He loved to be remembered, whether or not he was among the children on the playground. The composer and/or the teacher, to the music teacher's duty.

At the school's Christmas party, Harold seemed fairly happy. "Pop" variety, the music played in him something akin to pop music. He approached me, standing at the refreshment table, I looked at the children danced.

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OXFORD MUSIC

EXTRA

Options galore

seems to happen — we feel that we have something special to offer, and, as a consequence, we attract the best students."

Bloomington strives to combine intellectual study and performance of music in a logical and comprehensive way. Professor Webb is not interested in the two extremes — musical athletes or "ivory-tower" scholars. He prefers to think that they are educating musicians first and specialists second. They receive a good grounding in music history and theory after which the specific interests of the individual student are catered for.

"This is where Indiana has a tremendous advantage over the British system. They are expected to take an interest in subjects that are not directly related to music such as philosophy, English literature or a variety of science subjects. But most important is that they can take one of the music-related courses already mentioned. For example, there is one that goes in tandem with the School of Business called, a "Degree in Arts Management". This covers everything required for the management of a symphony orchestra, opera company, arts centre or concert agency.

There is the Department of Technical Studies, directed by Professor Ted Jones, a former singer with long experience in opera. This offers courses in audio recording, costume

construction, stagecraft and string instrument repair and construction, all of which award Associate of Science degrees. If a student majors in one of these courses he is not expected to audition or pass entrance examinations in music fundamentals as is required by a performing major. Candidates for the string instrument repair and construction course are expected to have some knowledge of wood-working and have a potential for hand-working skills, but must also undertake the applied study of two different stringed instruments for a minimum of two terms.

The audio technology course is designed for graduates who will seek employment as recording and audio-mixing engineers for the recording, TV and audio-visual industries, reinforcement mixers for theatrical and musical live performance and sound designers for theatre productions.

Costume construction technology prepares students for careers in the costume department for opera, ballet, musical theatre, film and TV productions. They receive practical training in pattern drafting, draping, construction alterations and hair and wig dressing. Here students gain additional experience in the opera and ballet theatre at the Musical Arts Centre.

The stagecraft technology course is aimed at fitting students for careers in educational, civic and professional theatres. They cover the areas of scenery construction and handling, stage lighting, rigging, flying, general electrical and mechanical skills. All classes are held in the Musical Arts

Center, and, as such they have the most advanced and sophisticated technical facilities of any university theatre in the US.

The Musical Arts Center was completed in 1971 at a cost of \$11.2m and its stage is equal in size to that of the Metropolitan in New York. Since 1949 they have staged more than 200 operas, ranging from Purcell to Strauss and Britten in addition to the classic repertoire, and musicals like *Porgy and Bess*.

The person responsible for the development of opera at Bloomington is Emeritus Professor Wilfred Bain. When he came to Bloomington in 1947 as dean there were 225 music students. When he retired in 1975 there were 1,703. His first production was Wagner's *Parzifal* in 1949. He believes the training that students receive at Bloomington is in advance of anything they are likely to get in Europe. With an impressive career in opera, choral and orchestral conducting behind him, Professor Bain has travelled widely and maintains that neither the *Hochschule* in Germany, nor the opera houses offer the opportunities for young singers to study the standard repertoire and sing before a paid audience, that are readily available in Bloomington.

The music school spreads to five buildings comprising offices, studios, classrooms, recital and concert halls, a record and a music library. The latter contains more than 370,000 volumes, scores, microcards, microfiches and films. There are 229 grand pianos, 238 uprights and similar numbers of other

instruments in every department.

One third of Bloomington's financial support comes from the state, the second third from donations from private and foundation sources, and the final third from students' fees. The cost of tuition is high — it can be in excess of \$2,000 a term — but this is offset by the number of schemes providing scholarships and grants. The most interesting discovery I made is that a British student would have an equal chance with an American to apply for financial aid, since educational and financial opportunities are available to students from all over the world. Indiana has always been interested in developing a foreign exchange programme and they now have the largest proportion of foreign students of any big university in the US. Talent is the essential ingredient for winning a place.

Indiana University also has a practical scheme by way of a bureau that keeps track of part-time jobs on the campus. There are many opportunities to become associate instructors for students who already have a bachelor's degree and the pay for this is good. This not only eases the financial problem but also gives students the chance to gain experience at professional level.

Perhaps the last word should go to Professor Bain. When asked how he thought Bloomington had achieved its success, he said: "You have to have the faculty, the students and the ambition, and the will to make it work. Fortunately, we seem to be able to do just that."

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This course is for all who teach music in Primary or Middle Schools. It will give you many basic ideas that they can develop with their children in their schools.

Further information from: Off Creative, 17 Roedon Crescent, London SW19 5DA

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To place an advertisement please contact Janet Carroll on 01-253 3000 Ext. 222.

PRIMARY HEADSHIPS

continued

MERTON

LONDON BOROUGH OF MERTON EDUCATION COMMITTEE

HATFIELD PRIMARY SCHOOL Lower Morden Lane, Morden, Surrey SM4 4BJ

No. on roll 343 LONDON ALLOWANCE £987

CLOSING DATE as soon as possible

Required for January 1985: 1 Headteacher for the Group 5 Primary School which caters for children between the ages of 5 and 9 years.

Legal expenses and assistance towards removal expenses will be considered in approved cases.

Application forms and further particulars of the post are available from the Director of Education, Education House, London Road, Merton, Surrey SM4 4BJ (06828) 110010

BUCKINGHAMSHIRE

WYCOMBE AREA

REDFORD ROAD COUNTY COMBINED SCHOOL Wycombe, Bucks. HP12 3JL

Head: D. Ray-Smith, B.A. Deputy: J. R. Smith, B.A. Required for January 1985, in this Group 3 Combined School, Reimbursement of removal expenses, 75% allowance on legal and estate agent's fees (maximum payment £600) and incidental expenses of £150 payable in approved cases. Removal also payable in approved cases.

Application forms and further particulars from Area Education Office, Thames House, 5 Castle Street, High Wycombe, Bucks., on receipt of stamped addressed envelope to be returned by 23rd July 1984. (07451) 110012

ESSEX

HATFIELD FEVERAL COUNTY INFANTS SCHOOL Church Road, Hatfield, Herts. AL9 5EP

Re-Advertisement Group 3 380820 DEPUTY HEADTEACHER.

Re-Advertisement Group 3. Required January 1985, applications invited from experienced teachers, duties include development of the use of school management, open plan school. Previous applicants will be 28th July 1984.

Application forms and further details available from the North West Essex Area Education Office, 100, Chelmsford Road, Chelmsford, Essex, CM1 3QA (Telex 66100) (06728) 110012

Headships

Applications are invited from suitably qualified and experienced teachers for the Headships of the following schools:

Woolpit County Primary School Group 2 Ages 5-9 Number on Roll 97

The school is situated in the attractive village of Woolpit, approximately 8 miles east of the historic market town of Bury St Edmunds.

Bildeston County Primary School Group 3 Ages 5-11 Number on Roll 130

The 5 class school was opened in 1968 and is situated in the village of Bildeston, approximately 14 miles west of the county town of Ipswich.

Kingscliff County Primary School, Felixstowe Group 5 Ages 5-11 Number on Roll 304

This school open plan school was built in 1972 and serves a pleasant residential area of north Felixstowe, a resort town and growing port, approximately 12 miles from the county town of Ipswich.

The appointments for the above posts will date from the beginning of the Spring Term 1985.

Further details and application forms are available from the County Education Office, Grange Road, Ipswich IP4 1JL (SAC please) and completed forms should be returned by 20th July 1984.

Suffolk County Council

Henry Maynard Junior School Addison Road, London E17

Required for January

Head Teacher

Group 7 - Salary: £13,023-£14,263 plus Outer London and Social Priority Allowance

Roll: 380 pupils (approximately)

Applications are invited from suitably qualified and experienced teachers for the Headship of this open plan Junior school.

Application form and further details available on receipt of a.s.f. from: Chief Education Officer, London Borough of Waltham Forest, Municipal Offices, High Road, London E10 6GL

Closing date: 18th July 1984. Ref: P31/853. (1481)

Deputy Headships Second Masters/Mistresses

BUCKINGHAMSHIRE

WYCOMBE AREA

REDFORD ROAD COUNTY COMBINED SCHOOL Wycombe, Bucks. HP12 3JL

Head: D. Ray-Smith, B.A. Deputy: J. R. Smith, B.A. Required for January 1985, in this Group 3 Combined School, Reimbursement of removal expenses, 75% allowance on legal and estate agent's fees (maximum payment £600) and incidental expenses of £150 payable in approved cases. Removal also payable in approved cases.

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Application forms and further details available from the North West Essex Area Education Office, 100, Chelmsford Road, Chelmsford, Essex, CM1 3QA (Telex 66100) (06728) 110012

Headship

Immaculate Conception RC Primary School, Spinkhill, Nr. Sheffield

Re-Advertisement Group 4

Estimated Maximum NOR 1984/85 - 210

The Governors invite applications from suitably qualified, experienced and committed practising Catholic Teachers for the headship of this primary school maintained by the Derbyshire Authority.

Application forms and further details (SAE please) from the Director of Education, County Offices, Matlock, Derbyshire.

Completed forms should be returned to the Reverend Father P. D. McGuire, The Presbytery, 9 Castle Hill, Ealing, London, W5 2AP.

Previous applicants should contact Father McGuire if they wish to be re-considered.

Closing date: 20th July 1984. (1713)

Headships

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Bildeston County Primary School Group 3 Ages 5-11 Number on Roll 130

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Kingscliff County Primary School, Felixstowe Group 5 Ages 5-11 Number on Roll 304

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The appointments for the above posts will date from the beginning of the Spring Term 1985.

Further details and application forms are available from the County Education Office, Grange Road, Ipswich IP4 1JL (SAC please) and completed forms should be returned by 20th July 1984.

Suffolk County Council

Henry Maynard Junior School Addison Road, London E17

Required for January

Head Teacher

Group 7 - Salary: £13,023-£14,263 plus Outer London and Social Priority Allowance

Roll: 380 pupils (approximately)

Applications are invited from suitably qualified and experienced teachers for the Headship of this open plan Junior school.

Application form and further details available on receipt of a.s.f. from: Chief Education Officer, London Borough of Waltham Forest, Municipal Offices, High Road, London E10 6GL

Closing date: 18th July 1984. Ref: P31/853. (1481)

KENT

COUNTY COUNCIL EDUCATION DEPARTMENT

ST. MARTIN'S R.C. INFANTS' SCHOOL

Required for January 1985

Group 2. An Infant in Primary School Mathematics or Latin is desirable. Candidates should state additional interests which may be of use to the school.

Application forms and further details are available from the Headmaster at the school to whom they should be returned by 20th July 1984. (07453) 110018

KENT

COUNTY COUNCIL EDUCATION DEPARTMENT

THANET DIVISION

BRIMSTONE COUNTY PRIMARY SCHOOL

Required January 1985, Deputy Head Teacher Group 5. A knowledge of the use of Computers in the Junior School would be desirable.

Application forms and further particulars are available from the Headmaster at the school to whom they should be returned by 20th July 1984. (07451) 110018

Derbyshire

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Suffolk County Council

Henry Maynard Junior School Addison Road, London E17

Required for January

Head Teacher

Group 7 - Salary: £13,023-£14,263 plus Outer London and Social Priority Allowance

Roll: 380 pupils (approximately)

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Closing date: 18th July 1984. Ref: P31/853. (1481)

"Please Miss, can we do concussion today?"

A day in the life of a primary school music teacher by Caroline Chance

8.30 a.m. The sound of squeaky recorders greets me as I enter the school building. I hope to be able to teach the four second years busily practising the "Floral Dance" in the hall and get to the staffroom for a cup of coffee, but unfortunately they spot me.

"Miss! the smallest one shrieks. "Miss, come and listen to Sharon.

She's been practising all night and she's really good now." I listen to Sharon. She's still playing C sharps instead of C naturals but I tell them they're all brilliant and can play in assembly. The girls shout with excitement and I can then escape.

8.45 a.m. I am told by the deputy head that Melroy is waiting to see me. "He's come to apologise", she winks. I remember the last time I saw Delroy. He had just hit Tyrone over the head with a tambourine and when told off, had run off home. Now, three days later, he stands sad and sorry clutching a grubby pound note in his hand.

"My Dad told me to give you this to pay for the instrument, Miss". He looks so glum and forlorn I immediately forgive him and tell him to take the money back to Dad.

9.00 a.m. The children file into assembly to the strains of "Floral Dance" which ends up more like "Floral Disaster" when Sharon's music falls off her stand and in picking it up, she dislodges Tracy's music. Luckily one of the four keeps playing to the end. I glare at the fourth year boys at the back of the hall who are rocking with laughter.

9.20 a.m. My double period with 4a is interrupted by the Head who comes in with a face like thunder. She wants to know who was giggling in assembly. In the silence that follows I hear a muffled scream coming from the direction of the "brass cupboard". A mass of coughing breaks out which doesn't fool the Head for one moment.

Within seconds she has strode across the room. Seized the door handle and wrenched open the cupboard door. There, hunched in a corner, is the spotty bespectacled Colin, shivering with fear and relieved to be released.

"Right! Who is responsible for this?" Utter silence. A few boys look shifty at the floor but most of the children stare defiantly at both the head and myself.

I decide it is definitely time to take control. "As no one is owning up you can sit with your hands on your head until the end of the lesson - IN SILENCE."

The Head applauds my decision and exits. I am left wondering how I can possibly pass the next forty minutes being glared at by thirty furious faces. Break! A very large parent is waiting to see me. Will I ever get to my cup of tea and doughnut? Why have you

thrown Victor out of the choir? He has been crying every evening". I can hardly believe that as I usually see Victor on my way home, hitting other boys in the street with bicycle chains.

I argue that Victor hasn't been thrown out. I simply asked him to leave because he threw a hymn book at one of the first years which left her with a cut on her cheek. I finally convince Mrs. Danzari that no amount of persuading will make me have Victor back, and she leaves, slamming all the doors behind her.

11.30 a.m. "Please Miss can we do concussion today?" demands one of the infants. When I've discovered that she means percussion my attention is immediately taken by a small pool appearing on the floor beneath Beatrice. A lady helper is called for and Beatrice is taken away to be cleaned up.

After lunch 1.30 p.m. I am auditioning for "Oliver" and thirty-three hopeful artful Dodgers are waiting outside my room. I make them all sit on the floor around the piano and tell them that if anybody speaks he will be sent straight out and won't be allowed to have a part at all. "I don't want one anyway" mutters Marion under his breath. "Well that solves that. Off you go."

Marion suddenly changes his mind but it is too late. I am feeling in a particularly brutal mood and have always disliked motters.

After thirty-two versions of "Consider Yourself" my mind is a jumble but I select one boy who sings in tune

Officer, Education Offices,
East, Accrington. (1677)

SECONDARY GEOGRAPHY

continued

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EDUCATION AUTHORITY
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 Head of Geography -
 Scale 3
 Required for September 1984
 a well-qualified and experienced
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 nisation of the Geography De-
 partment in this 11-18
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 school. Scale 16 plus and 'A'
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 11-18, mixed, all ability
 Required for September 1984,
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 enced teacher to give the
 lead for this subject in the
 department. The field
 work and capability in the
 use of maps and atlases
 are essential. Scale 2
 The department runs an in-
 tegrated course through Years
 9-13. Geography is taught as
 a separate subject to C.S.E.
 and as a compulsory subject
 in the subject in the field
 work in this subject is well
 developed through residential
 courses and field work.
 Applications available
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 school. Closing date 21st
 July 1984. (04555) 135630

Scale 1 Posts

AVON COUNTY

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 Fairfield Road, Montpelier,
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 (preferred). Graduate prefer-
 able for this post which will
 also include the teaching of
 Commerce and/or Computer
 Studies.
 Letters of application to the
 Headmaster, enclosing a
 curriculum vitae and names of
 two referees, enclosing a
 copy of the curriculum vitae.
 Nos employers. (16255) 135622

CALDERDALE

METROPOLITAN BOROUGH
COUNCIL
EDUCATION DEPARTMENT
SUNBURY SECONDARY
 Range Lane, Halifax HX3 6JY
 Required from Autumn 1984
 for the Autumn Term only,
 a temporary teacher of
 Geography (Scale 1) to
 teach to CSE level.
 Letters of application to the
 Headmaster by 13th July
 1984, giving full details of
 qualifications and experience,
 and names and addresses of
 two referees. (05705) 135622

DORSET

ST. PETER'S SCHOOL
 St. Catherine's Road,
 Bournemouth BH6 4AB
 Co-educational 11-18
 13-15 on roll including
 50 in Sixth Form.
 Required for September 1984,
 for one year only, a teacher of
 Geography, Scale 1, to teach
 candidates should be well qualified
 throughout the year and able
 to contribute to curriculum
 development. The subject
 taught throughout the
 year. Letters of application with
 full curriculum vitae and the
 names of two referees should
 be sent to the Headmaster at
 the school concerned. (135622)

DUDLEY METROPOLITAN BOROUGH

THE THORNS SCHOOL AND COMMUNITY COLLEGE
 Stockwell Avenue, Quarry Bank, Brierley Hill,
 West Mids. DY5 2NU,
 (12-16 co-ed. comp.) Group 10.
 This is an expanding School, in new premises, that serves a
 very popular area in the South of Dudley.
 The following Scale 1 posts are available for September:

Permanent Appointments:

TEACHERS OF

- (1) PHYSICS to teach up to GCE 'O' level
- (2) BOYS PHYSICAL EDUCATION AND GAMES. (2 posts - one must be able to offer ENGLISH as a second subject)
- (3) FRENCH able to offer some ENGLISH
- (4) GEOGRAPHY
- (5) HOME ECONOMICS

Temporary Appointment

Temporary ENGLISH TEACHER to cover maternity leave.

All teachers are expected to join fully in the life of the School. There will also be opportunities to join in College activities through Adult Education, Youth Clubs, Community Service or Leisure Pursuits.

Letters of application with a.v., and naming 2 referees to principal or to the Headmaster, enclosing a curriculum vitae.

For further details, contact the Headmaster, The Thorns School, Stockwell Avenue, Quarry Bank, Brierley Hill, West Mids. DY5 2NU. (1984)

DONCASTER

RALPH CARR SCHOOL
 101, Ralston Road, Doncaster DN4 8ND
 (13-18 Upper School)
 Required for September 1984
 a well-qualified and experi-
 enced teacher to be respon-
 sible for the running and orga-
 nisation of the Geography De-
 partment.
 Scale 3
 Required for September 1984
 a well-qualified and experi-
 enced teacher to be respon-
 sible for the running and orga-
 nisation of the Geography De-
 partment. This is a newly created
 position to meet the demands
 of a vigorous and expanding
 department.
 The school is a 13-18
 Comprehensive of over
 1,000 pupils and the accom-
 modation includes a suite of
 geography and geology rooms,
 a laboratory and a planetarium.
 The teaching of geography to all
 ages and abilities, and the
 acquisition of a wide range of
 skills and knowledge, is the
 aim of the department. The
 successful applicant would be en-
 couraged to become involved in
 the whole life of the school.
 Applications may be obtained
 from the Headmaster, Mr
 R.J. Nadin. (06517) 135622

ENFIELD

LONDON BOROUGH OF
ENFIELD
THE LEO MORGAN SCHOOL
 10, Bullmoor Lane, Enfield,
 Middx.
 Required September, teacher
 of GEOGRAPHY, Scale 1, to
 teach to CSE level. The field
 work is a compulsory part of
 the course. Applications may be
 obtained from the Headmaster,
 Mr. J. Nadin. (06517) 135622

ESSEX

ST. CLERE'S COMPREHENSIVE SCHOOL
 10, St. Clare's Road, South-
 end-on-Sea, Essex. (Roll 900: 6 F.E., 11-16)
 Required for September 1984,
 a well-qualified and experi-
 enced teacher to be respon-
 sible for the running and orga-
 nisation of the Geography De-
 partment. The field work is
 a compulsory part of the
 course. Applications may be
 obtained from the Headmaster,
 Mr. J. Nadin. (06517) 135622

GLoucestershire

ROYAL FOREST OF DEAN
 10, The Forest Road, Forest
 of Dean, Gloucester
 Required for September 1984,
 a well-qualified and experi-
 enced teacher to be respon-
 sible for the running and orga-
 nisation of the Geography De-
 partment. The field work is
 a compulsory part of the
 course. Applications may be
 obtained from the Headmaster,
 Mr. J. Nadin. (06517) 135622

HAVERING

LONDON BOROUGH OF
HAVERING
BRITONS SCHOOL
 10, Britons Road, Havering,
 Essex
 Required for September 1984,
 a well-qualified and experi-
 enced teacher to be respon-
 sible for the running and orga-
 nisation of the Geography De-
 partment. The field work is
 a compulsory part of the
 course. Applications may be
 obtained from the Headmaster,
 Mr. J. Nadin. (06517) 135622

CHAS CROSS SCHOOL

10, Chas Cross Road, North-
 hampton, Northants
 Required for September 1984,
 a well-qualified and experi-
 enced teacher to be respon-
 sible for the running and orga-
 nisation of the Geography De-
 partment. The field work is
 a compulsory part of the
 course. Applications may be
 obtained from the Headmaster,
 Mr. J. Nadin. (06517) 135622

SANDWELL

METROPOLITAN BOROUGH OF
SANDWELL
WOOD GREEN HIGH SCHOOL
 (11-18 Comprehensive)
 Required for September
 1984,
 a well-qualified and experi-
 enced teacher to be respon-
 sible for the running and orga-
 nisation of the Geography De-
 partment. The field work is
 a compulsory part of the
 course. Applications may be
 obtained from the Headmaster,
 Mr. J. Nadin. (06517) 135622

WOLVERHAMPTON

EDUCATION COMMITTEE
WOLVERHAMPTON
WOOD GREEN HIGH SCHOOL
 (11-18 Comprehensive)
 Required for September
 1984,
 a well-qualified and experi-
 enced teacher to be respon-
 sible for the running and orga-
 nisation of the Geography De-
 partment. The field work is
 a compulsory part of the
 course. Applications may be
 obtained from the Headmaster,
 Mr. J. Nadin. (06517) 135622

WOLVERHAMPTON

EDUCATION COMMITTEE
WOLVERHAMPTON
WOOD GREEN HIGH SCHOOL
 (11-18 Comprehensive)
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 a well-qualified and experi-
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 sible for the running and orga-
 nisation of the Geography De-
 partment. The field work is
 a compulsory part of the
 course. Applications may be
 obtained from the Headmaster,
 Mr. J. Nadin. (06517) 135622

HERTFORDSHIRE

WATFORD GRAMMAR
 School, Watford, Herts
 Required for September 1984,
 a well-qualified and experi-
 enced teacher to be respon-
 sible for the running and orga-
 nisation of the Geography De-
 partment. The field work is
 a compulsory part of the
 course. Applications may be
 obtained from the Headmaster,
 Mr. J. Nadin. (06517) 135622

HOUNSLOW

EDUCATION COMMITTEE
HOUNSLOW
WOOD GREEN HIGH SCHOOL
 (11-18 Comprehensive)
 Required for September
 1984,
 a well-qualified and experi-
 enced teacher to be respon-
 sible for the running and orga-
 nisation of the Geography De-
 partment. The field work is
 a compulsory part of the
 course. Applications may be
 obtained from the Headmaster,
 Mr. J. Nadin. (06517) 135622

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
WATFORD GRAMMAR
 School, Watford, Herts
 Required for September 1984,
 a well-qualified and experi-
 enced teacher to be respon-
 sible for the running and orga-
 nisation of the Geography De-
 partment. The field work is
 a compulsory part of the
 course. Applications may be
 obtained from the Headmaster,
 Mr. J. Nadin. (06517) 135622

MERTON

LONDON BOROUGH OF
MERTON
EDUCATION COMMITTEE
WATFORD GRAMMAR
 School, Watford, Herts
 Required for September 1984,
 a well-qualified and experi-
 enced teacher to be respon-
 sible for the running and orga-
 nisation of the Geography De-
 partment. The field work is
 a compulsory part of the
 course. Applications may be
 obtained from the Headmaster,
 Mr. J. Nadin. (06517) 135622

GLoucestershire

ROYAL FOREST OF DEAN
 10, The Forest Road, Forest
 of Dean, Gloucester
 Required for September 1984,
 a well-qualified and experi-
 enced teacher to be respon-
 sible for the running and orga-
 nisation of the Geography De-
 partment. The field work is
 a compulsory part of the
 course. Applications may be
 obtained from the Headmaster,
 Mr. J. Nadin. (06517) 135622

HAVERING

LONDON BOROUGH OF
HAVERING
BRITONS SCHOOL
 10, Britons Road, Havering,
 Essex
 Required for September 1984,
 a well-qualified and experi-
 enced teacher to be respon-
 sible for the running and orga-
 nisation of the Geography De-
 partment. The field work is
 a compulsory part of the
 course. Applications may be
 obtained from the Headmaster,
 Mr. J. Nadin. (06517) 135622

CHAS CROSS SCHOOL

10, Chas Cross Road, North-
 hampton, Northants
 Required for September 1984,
 a well-qualified and experi-
 enced teacher to be respon-
 sible for the running and orga-
 nisation of the Geography De-
 partment. The field work is
 a compulsory part of the
 course. Applications may be
 obtained from the Headmaster,
 Mr. J. Nadin. (06517) 135622

SANDWELL

METROPOLITAN BOROUGH OF
SANDWELL
WOOD GREEN HIGH SCHOOL
 (11-18 Comprehensive)
 Required for September
 1984,
 a well-qualified and experi-
 enced teacher to be respon-
 sible for the running and orga-
 nisation of the Geography De-
 partment. The field work is
 a compulsory part of the
 course. Applications may be
 obtained from the Headmaster,
 Mr. J. Nadin. (06517) 135622

WOLVERHAMPTON

EDUCATION COMMITTEE
WOLVERHAMPTON
WOOD GREEN HIGH SCHOOL
 (11-18 Comprehensive)
 Required for September
 1984,
 a well-qualified and experi-
 enced teacher to be respon-
 sible for the running and orga-
 nisation of the Geography De-
 partment. The field work is
 a compulsory part of the
 course. Applications may be
 obtained from the Headmaster,
 Mr. J. Nadin. (06517) 135622

History

Heads of Department

ESSEX

ST. HELENA SCHOOL
 Sharn Road, Colchester
 CO1 3LE
 (Roll 100)
 Tel: Colchester 572353
 HEAD OF HISTORY AND
 HEAD OF SCIENCE, Scale 3
 Required January, able, en-
 thusiastic experienced gradu-
 ate to lead thriving depart-
 ment and teach History to 'A'
 level.
 Application form and fur-
 ther details from the Head-
 master. (02061) 135618

SUFFOLK

COUNTY COUNCIL
MODENHALL UPPER
SCHOOL
 Bury Road, Mildenhall
 18, Romsey Road, 13-18
 18, 1300 on roll
 Required for September 1984,
 a well-qualified and experi-
 enced teacher to be respon-
 sible for the running and orga-
 nisation of the Geography De-
 partment. The field work is
 a compulsory part of the
 course. Applications may be
 obtained from the Headmaster,
 Mr. J. Nadin. (06517) 135622

ENFIELD

LONDON BOROUGH OF
ENFIELD
CHAS CROSS SCHOOL
 10, Chas Cross Road, North-
 hampton, Northants
 Required for September 1984,
 a well-qualified and experi-
 enced teacher to be respon-
 sible for the running and orga-
 nisation of the Geography De-
 partment. The field work is
 a compulsory part of the
 course. Applications may be
 obtained from the Headmaster,
 Mr. J. Nadin. (06517) 135622

HAVERING

LONDON BOROUGH OF
HAVERING
BRITONS SCHOOL
 10, Britons Road, Havering,
 Essex
 Required for September 1984,
 a well-qualified and experi-
 enced teacher to be respon-
 sible for the running and orga-
 nisation of the Geography De-
 partment. The field work is
 a compulsory part of the
 course. Applications may be
 obtained from the Headmaster,
 Mr. J. Nadin. (06517) 135622

CHAS CROSS SCHOOL

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 hampton, Northants
 Required for September 1984,
 a well-qualified and experi-
 enced teacher to be respon-
 sible for the running and orga-
 nisation of the Geography De-
 partment. The field work is
 a compulsory part of the
 course. Applications may be
 obtained from the Headmaster,
 Mr. J. Nadin. (06517) 135622

SANDWELL

METROPOLITAN BOROUGH OF
SANDWELL
WOOD GREEN HIGH SCHOOL
 (11-18 Comprehensive)
 Required for September
 1984,
 a well-qualified and experi-
 enced teacher to be respon-
 sible for the running and orga-
 nisation of the Geography De-
 partment. The field work is
 a compulsory part of the
 course. Applications may be
 obtained from the Headmaster,
 Mr. J. Nadin. (06517) 135622

WOLVERHAMPTON

EDUCATION COMMITTEE
WOLVERHAMPTON
WOOD GREEN HIGH SCHOOL
 (11-18 Comprehensive)
 Required for September
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 enced teacher to be respon-
 sible for the running and orga-
 nisation of the Geography De-
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 Required for September
 1984,
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 nisation of the Geography De-
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WOOD GREEN HIGH SCHOOL
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 Required for September
 1984,
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 enced teacher to be respon-
 sible for the running and orga-
 nisation of the Geography De-
 partment. The field work is
 a compulsory part of the
 course. Applications may be
 obtained from the Headmaster,
 Mr. J. Nadin. (06517) 135622

DEVON

Please see display adver-
 tisement on Page 61. (07211)
 135622

DONCASTER

THE MAULVER SCHOOL (RC)
 Cantley Lane, Doncaster DN3
 30J
 Tel: Doncaster 537396
 Required for September 1984
 a well-qualified and experi-
 enced teacher to be respon-
 sible for the running and orga-
 nisation of the Geography De-
 partment. The field work is
 a compulsory part of the
 course. Applications may be
 obtained from the Headmaster,
 Mr. J. Nadin. (06517) 135622

EAST SUSSEX

HILLCREST SCHOOL
 10, Hillcrest Road, Hastings TN35
 5DN
 Comprehensive mixed, 11-18
 18, 1300 on roll
 Required for September 1984,
 a well-qualified and experi-
 enced teacher to be respon-
 sible for the running and orga-
 nisation of the Geography De-
 partment. The field work is
 a compulsory part of the
 course. Applications may be
 obtained from the Headmaster,
 Mr. J. Nadin. (06517) 135622

ENFIELD

LONDON BOROUGH OF
ENFIELD
CHAS CROSS SCHOOL
 10, Chas Cross Road, North-
 hampton, Northants
 Required for September 1984,
 a well-qualified and experi-
 enced teacher to be respon-
 sible for the running and orga-
 nisation of the Geography De-
 partment. The field work is
 a compulsory part of the
 course. Applications may be
 obtained from the Headmaster,
 Mr. J. Nadin. (06517) 135622

HAVERING

LONDON BOROUGH OF
HAVERING
BRITONS SCHOOL
 10, Britons Road, Havering,
 Essex
 Required for September 1984,
 a well-qualified and experi-
 enced teacher to be respon-
 sible for the running and orga-
 nisation of the Geography De-
 partment. The field work is
 a compulsory part of the
 course. Applications may be
 obtained from the Headmaster,
 Mr. J. Nadin. (06517) 135622

CHAS CROSS SCHOOL

10, Chas Cross Road, North-
 hampton, Northants
 Required for September 1984,
 a well-qualified and experi-
 enced teacher to be respon-
 sible for the running and orga-
 nisation of the Geography De-
 partment. The field work is
 a compulsory part of the
 course. Applications may be
 obtained from the Headmaster,
 Mr. J. Nadin. (06517) 135622

SANDWELL

METROPOLITAN BOROUGH OF
SANDWELL
WOOD GREEN HIGH SCHOOL
 (11-18 Comprehensive)
 Required for September
 1984,
 a well-qualified and experi-
 enced teacher to be respon-
 sible for the running and orga-
 nisation of the Geography De-
 partment. The field work is
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 Mr. J. Nadin. (06517) 135622

WOLVERHAMPTON

EDUCATION COMMITTEE
WOLVERHAMPTON
WOOD GREEN HIGH SCHOOL
 (11-18 Comprehensive)
 Required for September
 1984,
 a well-qualified and experi-
 enced teacher to be respon-
 sible for the running and orga-
 nisation of the Geography De-
 partment. The field work is
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 course. Applications may be
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 Mr. J. Nadin. (06517) 135622

WOLVERHAMPTON

EDUCATION COMMITTEE
WOLVERHAMPTON
WOOD GREEN HIGH SCHOOL
 (11-18 Comprehensive)
 Required for September
 1984,
 a well-qualified and experi-
 enced teacher to be respon-
 sible for the running and orga-
 nisation of the Geography De-
 partment. The field work is
 a compulsory part of the
 course. Applications may be
 obtained from the Headmaster,
 Mr. J. Nadin. (06517) 135622

WOLVERHAMPTON

EDUCATION COMMITTEE
WOLVERHAMPTON
WOOD GREEN HIGH SCHOOL
 (11-18 Comprehensive)
 Required for September
 1984,
 a well-qualified and experi-
 enced teacher to be respon-
 sible for the running and orga-
 nisation of the Geography De-
 partment. The field work is
 a compulsory part of the
 course. Applications may be
 obtained from the Headmaster,
 Mr. J. Nadin. (06517) 135622

HOUNSLOW

EDUCATION COMMITTEE
HOUNSLOW
WOOD GREEN HIGH SCHOOL
 (11-18 Comprehensive)
 Required for September
 1984,
 a well-qualified and experi-
 enced teacher to be respon-
 sible for the running and orga-
 nisation of the Geography De-
 partment. The field work is
 a compulsory part of the
 course. Applications may be
 obtained from the Headmaster,
 Mr. J. Nadin. (06517) 135622

DONCASTER

THE MAUL

SECONDARY PHYSICAL EDUCATION

NORTHAMPTONSHIRE

NORTHAMPTON TRINITY SCHOOL
Trinity Avenue,
Northampton NN4 5JW
TEACHER FOR GIRLS' PHYSICAL EDUCATION -

Required for an enthusiastic and well qualified teacher to join highly motivated department. The school enjoys good facilities and includes two gymnasiums, swimming pool, tennis and extensive playing fields.

Particular expertise in gymnastics and hockey would be an advantage. Initially, this post will be temporary due to maternity leave.

Application form and further details of the post are available from the Headmaster (BAE, please), 713621, (06640) 134222.

STOCKPORT

Required for September 1984
TEACHER OF PHYSICAL EDUCATION
(Ref. 2463)
OFFERTON HIGH SCHOOL
The Fairways, Offerton,
Stockport SK2 5JZ

An enthusiastic teacher for boys' P.E. in this recently amalgamated comprehensive school. The school offers two gymnasiums, a tennis court, large playing fields and adjoining areas, 2 halls and a swimming pool. The school is a strong and successful team.

The applicant should be capable of contributing to the overall curriculum work which is modern, broad and special interest in cricket and tennis. The department is under the umbrella of movement studies and offers special interest in swimming, tennis and basketball. The successful applicant is expected to contribute fully to an extensive curriculum programme. Application form and further details of the post are available from the Headmaster (BAE, please), 713621, (06640) 134222.

STOCKPORT

TEACHER - GIRLS' P.E.
Scale 1 (Ref. 2463)
Hazel Grove High School
Hazel Grove, Hazel Grove,
Stockport SK7 5JX
Required for September 1984. Award Scheme looked for. Application forms obtainable from the Headmaster, Hazel Grove High School, Hazel Grove, Stockport SK7 5JX. Tel: 713621, (06640) 134222.

WARWICKSHIRE

COLESHILL SCHOOL
Coventry Road, Colehill,
Birmingham B44 3EX
(Mixed 11/12 - 18 Comp.
n.o.r. 893)
Required 29th August 1984. Teacher of Girls' P.E. Scale 1 to teach Physical Education, and to be responsible for the school's swimming pool. The successful applicant will be responsible for the school's swimming pool. The successful applicant will be responsible for the school's swimming pool.

Application form and further details of the post are available from the Headmaster (BAE, please), 713621, (06640) 134222.

Letters of application and C.V. including the names of two referees to be sent to the Headmaster (BAE, please), 713621, (06640) 134222.

Letters of application and C.V. including the names of two referees to be sent to the Headmaster (BAE, please), 713621, (06640) 134222.

Letters of application and C.V. including the names of two referees to be sent to the Headmaster (BAE, please), 713621, (06640) 134222.

Letters of application and C.V. including the names of two referees to be sent to the Headmaster (BAE, please), 713621, (06640) 134222.

Religious Education

Heads of Department

BROMLEY

LONDON BOROUGH OF NEWSTADT WOOD SCHOOL FOR GIRLS
Avenue Road, Orpington,
Kent BR6 8BA
Required for September 1984 or January 1985. Head of Religious Studies Department (Scale 3) for the school only. The successful applicant will be responsible for the school's religious education. The successful applicant will be responsible for the school's religious education.

Application forms obtainable from the Headmaster, Newstadt Wood School, Avenue Road, Orpington, Kent BR6 8BA. Tel: 713621, (06640) 134222.

Application forms obtainable from the Headmaster, Newstadt Wood School, Avenue Road, Orpington, Kent BR6 8BA. Tel: 713621, (06640) 134222.

Application forms obtainable from the Headmaster, Newstadt Wood School, Avenue Road, Orpington, Kent BR6 8BA. Tel: 713621, (06640) 134222.

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Application forms obtainable from the Headmaster, Newstadt Wood School, Avenue Road, Orpington, Kent BR6 8BA. Tel: 713621, (06640) 134222.

Application forms obtainable from the Headmaster, Newstadt Wood School, Avenue Road, Orpington, Kent BR6 8BA. Tel: 713621, (06640) 134222.

ENFIELD

LONDON BOROUGH OF ENFIELD GRAMMAR SCHOOL
Market Place, Enfield, Middx.
EN2 6JH
There will be a vacancy from September 1984 for a full time teacher of Religious Education for boys for the school. The successful applicant will be responsible for the school's religious education. The successful applicant will be responsible for the school's religious education.

Application forms obtainable from the Headmaster, Enfield Grammar School, Market Place, Enfield, Middx. EN2 6JH. Tel: 713621, (06640) 134222.

Application forms obtainable from the Headmaster, Enfield Grammar School, Market Place, Enfield, Middx. EN2 6JH. Tel: 713621, (06640) 134222.

Application forms obtainable from the Headmaster, Enfield Grammar School, Market Place, Enfield, Middx. EN2 6JH. Tel: 713621, (06640) 134222.

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Application forms obtainable from the Headmaster, Enfield Grammar School, Market Place, Enfield, Middx. EN2 6JH. Tel: 713621, (06640) 134222.

Application forms obtainable from the Headmaster, Enfield Grammar School, Market Place, Enfield, Middx. EN2 6JH. Tel: 713621, (06640) 134222.

HERTFORDSHIRE

THE MARGARET DANE SCHOOL
Parsonage Lane, Bishop's Cleeve, Herts. SG12 8JH
(11 - 18 Comprehensive - 650 on roll)
Required for September 1984. The successful applicant will be responsible for the school's religious education. The successful applicant will be responsible for the school's religious education.

Application forms obtainable from the Headmaster, Margaret Dane School, Parsonage Lane, Bishop's Cleeve, Herts. SG12 8JH. Tel: 713621, (06640) 134222.

Application forms obtainable from the Headmaster, Margaret Dane School, Parsonage Lane, Bishop's Cleeve, Herts. SG12 8JH. Tel: 713621, (06640) 134222.

Application forms obtainable from the Headmaster, Margaret Dane School, Parsonage Lane, Bishop's Cleeve, Herts. SG12 8JH. Tel: 713621, (06640) 134222.

Application forms obtainable from the Headmaster, Margaret Dane School, Parsonage Lane, Bishop's Cleeve, Herts. SG12 8JH. Tel: 713621, (06640) 134222.

Application forms obtainable from the Headmaster, Margaret Dane School, Parsonage Lane, Bishop's Cleeve, Herts. SG12 8JH. Tel: 713621, (06640) 134222.

Application forms obtainable from the Headmaster, Margaret Dane School, Parsonage Lane, Bishop's Cleeve, Herts. SG12 8JH. Tel: 713621, (06640) 134222.

Application forms obtainable from the Headmaster, Margaret Dane School, Parsonage Lane, Bishop's Cleeve, Herts. SG12 8JH. Tel: 713621, (06640) 134222.

Application forms obtainable from the Headmaster, Margaret Dane School, Parsonage Lane, Bishop's Cleeve, Herts. SG12 8JH. Tel: 713621, (06640) 134222.

HAMPSHIRE

MAYFIELD SCHOOL
Mayfield Road, Portsmouth, Hants. PO4 8JH
(11 - 18 Comprehensive - 120 on roll)
Required for September 1984. The successful applicant will be responsible for the school's religious education. The successful applicant will be responsible for the school's religious education.

Application forms obtainable from the Headmaster, Mayfield School, Mayfield Road, Portsmouth, Hants. PO4 8JH. Tel: 713621, (06640) 134222.

Application forms obtainable from the Headmaster, Mayfield School, Mayfield Road, Portsmouth, Hants. PO4 8JH. Tel: 713621, (06640) 134222.

Application forms obtainable from the Headmaster, Mayfield School, Mayfield Road, Portsmouth, Hants. PO4 8JH. Tel: 713621, (06640) 134222.

Application forms obtainable from the Headmaster, Mayfield School, Mayfield Road, Portsmouth, Hants. PO4 8JH. Tel: 713621, (06640) 134222.

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Application forms obtainable from the Headmaster, Mayfield School, Mayfield Road, Portsmouth, Hants. PO4 8JH. Tel: 713621, (06640) 134222.

HEREFORD AND WORCESTER

THE ELGAR HIGH SCHOOL
Worcester Road, Worcester, Worcs. WR1 3JH
(11 - 18 Comprehensive - 120 on roll)
Required for September 1984. The successful applicant will be responsible for the school's religious education. The successful applicant will be responsible for the school's religious education.

Application forms obtainable from the Headmaster, Elgar High School, Worcester Road, Worcester, Worcs. WR1 3JH. Tel: 713621, (06640) 134222.

Application forms obtainable from the Headmaster, Elgar High School, Worcester Road, Worcester, Worcs. WR1 3JH. Tel: 713621, (06640) 134222.

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Application forms obtainable from the Headmaster, Elgar High School, Worcester Road, Worcester, Worcs. WR1 3JH. Tel: 713621, (06640) 134222.

BRENT

LONDON BOROUGH OF BRENT CLAREMONT HIGH (MIXED)
Claremont Avenue, Wembley, Middx. HA9 0JH
(11 - 18 Comprehensive - 120 on roll)
Required for September 1984. The successful applicant will be responsible for the school's religious education. The successful applicant will be responsible for the school's religious education.

Application forms obtainable from the Headmaster, Claremont High School, Claremont Avenue, Wembley, Middx. HA9 0JH. Tel: 713621, (06640) 134222.

Application forms obtainable from the Headmaster, Claremont High School, Claremont Avenue, Wembley, Middx. HA9 0JH. Tel: 713621, (06640) 134222.

Application forms obtainable from the Headmaster, Claremont High School, Claremont Avenue, Wembley, Middx. HA9 0JH. Tel: 713621, (06640) 134222.

Application forms obtainable from the Headmaster, Claremont High School, Claremont Avenue, Wembley, Middx. HA9 0JH. Tel: 713621, (06640) 134222.

Application forms obtainable from the Headmaster, Claremont High School, Claremont Avenue, Wembley, Middx. HA9 0JH. Tel: 713621, (06640) 134222.

Application forms obtainable from the Headmaster, Claremont High School, Claremont Avenue, Wembley, Middx. HA9 0JH. Tel: 713621, (06640) 134222.

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Application forms obtainable from the Headmaster, Claremont High School, Claremont Avenue, Wembley, Middx. HA9 0JH. Tel: 713621, (06640) 134222.

DURHAM

COUNTY COUNCIL COMPREHENSIVE SCHOOL
Biology, Chemistry, Physics, Mathematics, English, History, Art, Music, P.E.
Required for September 1984. The successful applicant will be responsible for the school's religious education. The successful applicant will be responsible for the school's religious education.

Application forms obtainable from the Headmaster, Comprehensive School, County Council, Durham. Tel: 713621, (06640) 134222.

Application forms obtainable from the Headmaster, Comprehensive School, County Council, Durham. Tel: 713621, (06640) 134222.

Application forms obtainable from the Headmaster, Comprehensive School, County Council, Durham. Tel: 713621, (06640) 134222.

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Application forms obtainable from the Headmaster, Comprehensive School, County Council, Durham. Tel: 713621, (06640) 134222.

KENT

COUNTY COUNCIL EDUCATION DEPARTMENT
Hartley Grove, Maidstone, Kent ME17 4JH
(11 - 18 Comprehensive - 120 on roll)
Required for September 1984. The successful applicant will be responsible for the school's religious education. The successful applicant will be responsible for the school's religious education.

Application forms obtainable from the Headmaster, Education Department, County Council, Maidstone, Kent ME17 4JH. Tel: 713621, (06640) 134222.

Application forms obtainable from the Headmaster, Education Department, County Council, Maidstone, Kent ME17 4JH. Tel: 713621, (06640) 134222.

Application forms obtainable from the Headmaster, Education Department, County Council, Maidstone, Kent ME17 4JH. Tel: 713621, (06640) 134222.

Application forms obtainable from the Headmaster, Education Department, County Council, Maidstone, Kent ME17 4JH. Tel: 713621, (06640) 134222.

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Application forms obtainable from the Headmaster, Education Department, County Council, Maidstone, Kent ME17 4JH. Tel: 713621, (06640) 134222.

Application forms obtainable from the Headmaster, Education Department, County Council, Maidstone, Kent ME17 4JH. Tel: 713621, (06640) 134222.

MAIDSTONE DIVISION

THE CORNWALLIS SCHOOL
Maidstone, Kent ME17 4JH
(11 - 18 Comprehensive - 120 on roll)
Required for September 1984. The successful applicant will be responsible for the school's religious education. The successful applicant will be responsible for the school's religious education.

Application forms obtainable from the Headmaster, Cornwallis School, Maidstone, Kent ME17 4JH. Tel: 713621, (06640) 134222.

Application forms obtainable from the Headmaster, Cornwallis School, Maidstone, Kent ME17 4JH. Tel: 713621, (06640) 134222.

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MAIDSTONE DIVISION

THE CORNWALLIS SCHOOL
Maidstone, Kent ME17 4JH
(11 - 18 Comprehensive - 120 on roll)
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Application forms obtainable from the Headmaster, Cornwallis School, Maidstone, Kent ME17 4JH. Tel: 713621, (06640) 134222.

Unless otherwise stated the following posts are required for September 1984, forms and details are available from the Head of the school on Closing date: 30th July 1984.

SECONDARY: SECOND MASTER/

MISTRESS GROUP 9

WILLIAM ROBERTSON SCHOOL, Main Road, Woburn, Lincs. NR10 5JH
Required for September 1984 or as soon as possible thereafter. Successful candidate will be a member of the senior management team at the 11-18 mixed comprehensive school, with particular responsibilities for pastoral care, management of resources and girls' welfare.

HEADTEACHERS: Group 1

KIRBY ON BAUN C.E. (AIDED) PRIMARY SCHOOL, Wharf Lane, Kirby on Bain, Woodhall Spa, Lincs. LN10 5JH
Required for January 1985. Send S.A.E. for application form and details to Divisional Education Officer, Divisional Education Office, Eastfield House, Eastfield Road, Louth, Lincs. LN11 7AN.

LUDFORD C.E. (CONTROLLED) PRIMARY SCHOOL

Required for January 1985. Send S.A.E. for application form and details to Divisional Education Officer, Divisional Education Office, Eastfield House, Eastfield Road, Louth, Lincs. LN11 7AN.

SECONDARY: SCALE 2 POSTS

LINLEY SECONDARY SCHOOL, Pelham Road, Stagsness, Lincs. PE26 2JY. Group 5 NOR 689
Required for September 1984 or January 1985, a teacher to take charge of remedial provision in this Group 5 modern school. Scale 2 post available for suitable applicant.

KING EDWARD VI GRAMMAR SCHOOL, Church Street, Spalding, Lincs. PE23 8JX. Group 5 NOR 346
Required for September 1984 or as soon as possible thereafter. Scale 2 post available for suitable applicant. To teach Computer Studies and to help with school administration an advantage.

CORDEAUX HIGH SCHOOL, High Holme Road, Louth, Lincs. LN11 0HG. Group 5 NOR 738
Required for September 1984 or as soon as possible thereafter. Scale 2 post available for suitable applicant. To teach Computer Studies and to help with school administration an advantage.

STUBBART HALL BOARDING SCHOOL, General Subjects
Assistant teacher required with ability to teach Mathematics to CSE level. Interest in Needlework and Art. The successful

ation given to assistance
temporary housing and two
large SAE) obtainable
Director of Education,
St; Enfield, Middx. EN1
84,
(1980)

INDEPENDENT HISTORY continued

LONDON
NORMAN GRAMMAR SCHOOL
Beverley Gardens, London NW11 5DG
Regularly graduates or experienced History teacher for September 1984. Salary and conditions post available for appropriate applicant. (06539) 182884

SURREY

NORMANTON SCHOOL
Croydon
Co-educational Day School with 150 pupils in Senior Department

HISTORY TEACHER

Required for September 1984 to teach the subject to 'O' level. Familiarity with S.C. History Project offer Economics to 'O' level essential and a willingness to assist with games would be preferred.

Normanton School is an Anglican Foundation School. Applicants who are Christians would be most welcome. Apply with c.v. and names of two referees to the Headmaster, 17-21 Norman Road, South Croydon CR9 2AZ. (08856) 183884

Home Economics

Other Assistants

LONDON SW16
PURNEY PARK SCHOOL
Woodborough Rd, London SW16
Temporary Domestic Science teacher required for November to 31st March to cover Maternity leave. Level 10. Apply the Headmaster, Purney Park School, Woodborough Rd, London SW16. (08776) 183024

LONDON
SCHOOL FOR GIRLS
Barbican, London EC2Y

Home Economics teacher required from September 1984, for one term only. Applications to the Headmaster giving full details of qualifications and experience and the names and addresses of two referees. (06504) 185024

WILTSHIRE
CRANBORNE CHASE SCHOOL
Home Economics teacher required for September 1984. Salary and conditions post available for appropriate applicant. (07482) 183024

Mathematics

Other Assistants

BERKSHIRE

READING BLUE COAT SCHOOL
Bonnington-Thames, Berks.
Day & Boarding 11-18

Required September 1984 teacher for S.M.P. Mathematics up to 'O' level. Salary and conditions post available for appropriate applicant. (07341) 183424

Apply to Headmaster with c.v. and two referees. (06550) 183424

LONDON E4

INDEPENDENT GRAMMAR SCHOOLS' GROUP
NORMANHURST SCHOOL
68/78 Station Road, Chislehurst, E4 7JA
01-339 4307
Required for September 1984.

1. A teacher of 'O' level Mathematics to 'O' level.

2. A teacher of BOYS' PHYSICAL EDUCATION, GAMES and S.W.I.C.T.S. in Senior School.

Both of these posts are permanent and a will be resident for a single person willing to assist with a small boys' boarding unit.

Please apply to the Headmaster's Secretary for an application form. (06589) 183424

LONDON NW11

NORMAN GRAMMAR SCHOOL
Beverley Gardens, London NW11 5DG
Required for September 1984. Salary and conditions post available for appropriate applicant. (06539) 183424

LONDON

A co-educational day school requires for this September a Mathematics teacher. Pupils are aged 11-16. Salary and conditions post available for appropriate applicant. (06539) 183424

MATHS MORNINGS ONLY

Qualified, lively tutor required from Sept. for tiny class of 10-14 yr. pupils 9 a.m. - 10 p.m. five days a week. Salary and conditions post available for appropriate applicant. (06539) 183424

Modern Languages

Other Assistants

BERKSHIRE

CLAIRE COURT SCHOOL
Maidenhead
Teaching French in the School for boys requires for JANUARY 1985 (or sooner) a qualified teacher of French with experience in teaching French to 'O' level. Salary and conditions post available for appropriate applicant. (06539) 183424

Apply to the Headmaster with c.v. and two referees. (06539) 183424

BUCKINGHAMSHIRE

AKLEY WOOD SCHOOL
Buckingham MK18 5AE
Teacher of French and German in the School for boys requires for September 1984. Salary and conditions post available for appropriate applicant. (06539) 183424

SURREY

AMERICAN SCHOOL
Barnet, Herts.
Teaching French to 'O' level. Salary and conditions post available for appropriate applicant. (07482) 183024

WILTSHIRE

CRANBORNE CHASE SCHOOL
Home Economics teacher required for September 1984. Salary and conditions post available for appropriate applicant. (07482) 183024

Other Assistants

Pastoral

Other Assistants

EAST SUSSEX

NEWLANDS MANOR SCHOOL
Sutton Place, East Sussex TN35 5PL
Independent Boarding school for boys

Required for September 1984. Salary and conditions post available for appropriate applicant. (07482) 183024

DERBYSHIRE

ABSTHOLME SCHOOL
SHEMIS Co-Educational Boarding 250 pupils
Details 0575 428

The post of CHAPLAIN is vacant in September 1984. The post involves full responsibility for the spiritual and pastoral care of the school as well as the direction of the school's religious life.

Applications, including full curriculum vitae and names of two referees, should be sent to the Headmaster, Abstholme School, Sheemis, Derbyshire, S14 4JG. (0533) 184424

CROYDON

WINTON SCHOOL
(Small Independent Grammar School for Boys)
Required in September 1984 for one teacher willing to take residential duties in a boarding house. Salary and conditions post available for appropriate applicant. (06539) 183424

HAMPSHIRE

KINGSLY GRAMMAR SCHOOL
Marchwood Park, Southampton SO4 4WU
Required for September 1984. Salary and conditions post available for appropriate applicant. (07033) 184024

WILTSHIRE

ST. CATHERINE'S SENIOR SCHOOL
Crown Deep, Twickenham TW1 1QJ
An independent day school for 300 plus girls aged 11-18

Required for January 1985, or earlier if possible, to teach French throughout the school. Salary and conditions post available for appropriate applicant. (06539) 183424

LONDON NW11

NORMAN GRAMMAR SCHOOL
Beverley Gardens, London NW11 5DG
Required for September 1984. Salary and conditions post available for appropriate applicant. (06539) 183424

LONDON

A co-educational day school requires for this September a Mathematics teacher. Pupils are aged 11-16. Salary and conditions post available for appropriate applicant. (06539) 183424

MATHS MORNINGS ONLY

Qualified, lively tutor required from Sept. for tiny class of 10-14 yr. pupils 9 a.m. - 10 p.m. five days a week. Salary and conditions post available for appropriate applicant. (06539) 183424

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Other Assistants

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CLAIRE COURT SCHOOL
Maidenhead
Teaching French in the School for boys requires for JANUARY 1985 (or sooner) a qualified teacher of French with experience in teaching French to 'O' level. Salary and conditions post available for appropriate applicant. (06539) 183424

BUCKINGHAMSHIRE

AKLEY WOOD SCHOOL
Buckingham MK18 5AE
Teacher of French and German in the School for boys requires for September 1984. Salary and conditions post available for appropriate applicant. (06539) 183424

SURREY

AMERICAN SCHOOL
Barnet, Herts.
Teaching French to 'O' level. Salary and conditions post available for appropriate applicant. (07482) 183024

WILTSHIRE

CRANBORNE CHASE SCHOOL
Home Economics teacher required for September 1984. Salary and conditions post available for appropriate applicant. (07482) 183024

Other Assistants

Pastoral

Other Assistants

EAST SUSSEX

NEWLANDS MANOR SCHOOL
Sutton Place, East Sussex TN35 5PL
Independent Boarding school for boys

DERBYSHIRE

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SHEMIS Co-Educational Boarding 250 pupils
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GLOUCESTERSHIRE

DEAN CLOSE SCHOOL
Required in September 1984 for one teacher willing to take residential duties in a boarding house. Salary and conditions post available for appropriate applicant. (06539) 183424

HAMPSHIRE

KINGSLY GRAMMAR SCHOOL
Marchwood Park, Southampton SO4 4WU
Required for September 1984. Salary and conditions post available for appropriate applicant. (07033) 184024

WILTSHIRE

ST. CATHERINE'S SENIOR SCHOOL
Crown Deep, Twickenham TW1 1QJ
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LONDON

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MATHS MORNINGS ONLY

Qualified, lively tutor required from Sept. for tiny class of 10-14 yr. pupils 9 a.m. - 10 p.m. five days a week. Salary and conditions post available for appropriate applicant. (06539) 183424

Modern Languages

Other Assistants

BERKSHIRE

CLAIRE COURT SCHOOL
Maidenhead
Teaching French in the School for boys requires for JANUARY 1985 (or sooner) a qualified teacher of French with experience in teaching French to 'O' level. Salary and conditions post available for appropriate applicant. (06539) 183424

BUCKINGHAMSHIRE

AKLEY WOOD SCHOOL
Buckingham MK18 5AE
Teacher of French and German in the School for boys requires for September 1984. Salary and conditions post available for appropriate applicant. (06539) 183424

SURREY

AMERICAN SCHOOL
Barnet, Herts.
Teaching French to 'O' level. Salary and conditions post available for appropriate applicant. (07482) 183024

WILTSHIRE

CRANBORNE CHASE SCHOOL
Home Economics teacher required for September 1984. Salary and conditions post available for appropriate applicant. (07482) 183024

Other Assistants

Pastoral

Other Assistants

EAST SUSSEX

NEWLANDS MANOR SCHOOL
Sutton Place, East Sussex TN35 5PL
Independent Boarding school for boys

DERBYSHIRE

ABSTHOLME SCHOOL
SHEMIS Co-Educational Boarding 250 pupils
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Science

Other Assistants

BERKSHIRE

CLAIRE COURT SCHOOL
Maidenhead
Teaching French in the School for boys requires for JANUARY 1985 (or sooner) a qualified teacher of French with experience in teaching French to 'O' level. Salary and conditions post available for appropriate applicant. (06539) 183424

BUCKINGHAMSHIRE

AKLEY WOOD SCHOOL
Buckingham MK18 5AE
Teacher of French and German in the School for boys requires for September 1984. Salary and conditions post available for appropriate applicant. (06539) 183424

SURREY

AMERICAN SCHOOL
Barnet, Herts.
Teaching French to 'O' level. Salary and conditions post available for appropriate applicant. (07482) 183024

WILTSHIRE

CRANBORNE CHASE SCHOOL
Home Economics teacher required for September 1984. Salary and conditions post available for appropriate applicant. (07482) 183024

Other Assistants

Pastoral

Other Assistants

EAST SUSSEX

NEWLANDS MANOR SCHOOL
Sutton Place, East Sussex TN35 5PL
Independent Boarding school for boys

DERBYSHIRE

ABSTHOLME SCHOOL
SHEMIS Co-Educational Boarding 250 pupils
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WEST YORKSHIRE

Small Private School
Required for September 1984. Salary and conditions post available for appropriate applicant. (06539) 183424

YORK

ST. PETER'S SCHOOL
York
Required for September 1984. Salary and conditions post available for appropriate applicant. (06539) 183424

Other Assistants

Pastoral

Other Assistants

EAST SUSSEX

NEWLANDS MANOR SCHOOL
Sutton Place, East Sussex TN35 5PL
Independent Boarding school for boys

DERBYSHIRE

ABSTHOLME SCHOOL
SHEMIS Co-Educational Boarding 250 pupils
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Preparatory Schools

By Subject Classification

English

Other Assistants

BERKSHIRE

ST. PETER'S SCHOOL
York
Required for September 1984. Salary and conditions post available for appropriate applicant. (06539) 183424

Other Assistants

Pastoral

Other Assistants

EAST SUSSEX

NEWLANDS MANOR SCHOOL
Sutton Place, East Sussex TN35 5PL
Independent Boarding school for boys

DERBYSHIRE

ABSTHOLME SCHOOL
SHEMIS Co-Educational Boarding 250 pupils
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KENT

FRIARS SCHOOL
Great Chart, Ashford, Kent
Required for September 1984. Salary and conditions post available for appropriate applicant. (06539) 183424

Other Assistants

Pastoral

Other Assistants

EAST SUSSEX

NEWLANDS MANOR SCHOOL
Sutton Place, East Sussex TN35 5PL
Independent Boarding school for boys

DERBYSHIRE

ABSTHOLME SCHOOL
SHEMIS Co-Educational Boarding 250 pupils
Details 0575 428

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Science

Other Assistants

BERKSHIRE

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Maidenhead
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Buckingham MK18 5AE
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SURREY

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Barnet, Herts.
Teaching French to 'O' level. Salary and conditions post available for appropriate applicant. (07482) 183024

WILTSHIRE

CRANBORNE CHASE SCHOOL
Home Economics teacher required for September 1984. Salary and conditions post available for appropriate applicant. (07482) 183024

Other Assistants

Pastoral

Other Assistants

EAST SUSSEX

NEWLANDS MANOR SCHOOL
Sutton Place, East Sussex TN35 5PL
Independent Boarding school for boys

DERBYSHIRE

ABSTHOLME SCHOOL
SHEMIS Co-Educational Boarding 250 pupils
Details 0575 428

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Colleges of Further Education

Directors and Principals

CHESHIRE

BALTON COLLEGE OF FURTHER EDUCATION
Kinsworthy, Widnes, Cheshire

VICE PRINCIPAL

The post of Vice Principal is vacant from 1st September 1984. The post involves full responsibility for the school's day-to-day running and the supervision of the staff. Salary and conditions post available for appropriate applicant. (06539) 183424

WILTSHIRE

CRANBORNE CHASE SCHOOL
Home Economics teacher required for September 1984. Salary and conditions post available for appropriate applicant. (07482) 183024

Other Assistants

Pastoral

Other Assistants

EAST SUSSEX</

